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Followership and the Development of Female Leaders in Higher Education Administration

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FOLLOWERSHIP AND THE DEVELOPMENT OF FEMALE

LEADERS IN HIGHER EDUCATION ADMINISTRATION

by

Donna Johnson, M.Ed., M.A.

A Dissertation Presented in Partial Fulfillment
of the Requirements of the Degree
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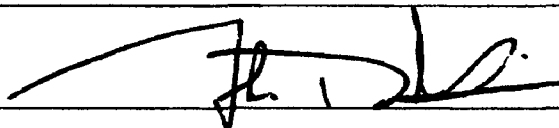
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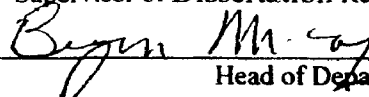
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ABSTRACT

Much attention in occupational advancement has been devoted to leadership studies, leadership literature, leadership trainings, leadership styles, and leadership strategies; however, the leadership dynamic is merely one side of the organizational coin. On the less-addressed flipside is the topic of followership. This Grounded Theory (GT) study addresses the perception of the role of followership in the development of female leaders in higher education. The study uses semi-structured interviews with 10 females in higher education administration to gather data concerning the perceived role followership has played in the professional de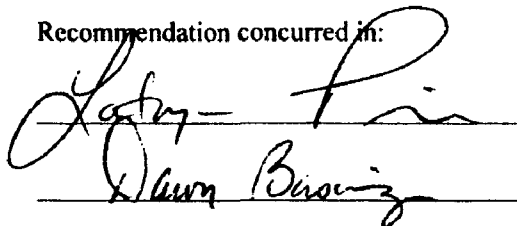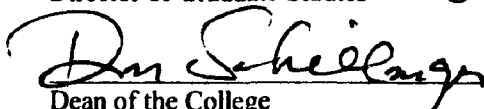velopment of the female administrators. Through GT qualitative data analysis procedures, interview data was reviewed, coded, and analyzed for emergent trends in perceptions. Analysis produces three core categories: Follower Influence, Sponsorship Relationship, and Advancement Opportunities. Findings allow for the development of a theory grounded in the data. This theory is called the Protégé Advancement Theory, which states that followers who exhibit exceptional effort, abilities, and performance are able to exercise upward influence, thereby securing a sponsor who transforms the follower into a protégé by developing a mutually beneficial, professional relationship in which the sponsor fuels protégé professional advancement while the protégé continually delivers exceptional performance.

APPROVAL FOR SCHOLARLY DISSEMINATION

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DEDICATION

This work is dedicated to my darling daughter, Anna Johnson. You are an inspiration and eternal source of joy for me. Your eclectic interests and talents make you a formidable force in any game of Twister, an astounding genius with technology, an imaginative virtuoso in the kitchen, and an earnest warden of rights of people and pets alike. I aspire to mimic your genuine disposition and envy your sense of contentment. You are the precious embodiment of true authenticity. Your view of others and yourself never includes the negative, and purity envelops all your dealings. You are wise beyond your years, and I want to be just like you when I grow up.

TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURES

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To my beloved family, I owe you a lifetime of thank yous. To my husband, Jeremiah, you will never know how much I appreciate your companionship and confidence in me. A very special thank you for your practical and emotional support as I have added the demands of business, work, and study to my labors of love, marriage and motherhood. Thank you to Jacob and Anna, for being so supportive even when that meant more shared work at home and less time with Mom. My personal successes are meaningless unless I can share them with you all.

I wish to thank my committee members who were more than generous with their expertise and precious time. A special thanks goes to Dr. John Harrison, my committee chairman, for your countless hours of reflecting, reading, encouraging, and most of all patience throughout the entire process. Thank you, Dr. Dawn Basinger and Dr. Latoya Pierce for agreeing to serve on my committee and helping guide me through this process. Without your contributions and good-natured support, this accomplishment would not have been possible.

To all my professional sponsors through the years, I thank you for taking a chance on me and hope you feel I have once again delivered. Delivering this research would not have been possible without the cooperation and participation of ten amazing females in higher education administration. Thank you to those ladies who were willing to be heard.

CHAPTER 1

INTRODUCTION

1.1   Overview

1.1.1   Background

While higher education is becoming increasingly diverse in terms of demographics of individuals in leadership, there are still challenges unique to women in this field (Flowers & Moore, 2008; Ward & Eddy, 2013). Research suggests that a glass ceiling/salary ceiling– limitations in ability to progress in pay and/or rank– exists for females despite the Civil Rights movement as well as more recent equal pay initiatives (Boydston, 2001; Baxter, 2015; Stephenson, 2015; Bain & Cummings, 2010). As women push to break the proverbial glass ceiling across the occupational board, they are gaining numbers in leadership positions within organizations, including organizations that have historically been the exclusive province of males such as the realm of leadership in higher education (Drago & Colbeck, 2003; Bain & Cummings, 2000). As promising as the progressive trends seem, these breakthroughs for female leaders have not come without sacrifices.

Leaning in to advancement opportunities in the workplace for females has come with some growing pains as females try to strike a sound work/life balance. Females working in higher education, in contrast with their male counterparts, encounter unique difficulties when it comes to striking a sound work/life balance due in part to the

1

traditional gender norms and roles for females inside the home, caregiving demands, and work environments that are routinely inhospitable to the intersection of gender and work (Boydston, 2001; Drago, Wardell, & Willits, 2001; Drago & Colbeck, 2003; Ward & Eddy, 2013; Hendrickson, Lane, Harris, & Dorman, 2013; Friedan, 1963). The struggles females face as they attempt to balance work demands and home life often result in the exercise of bias avoidance, where the employee attempts to minimize actual or perceived impact of family life on work life (Drago & Colbeck, 2003). Bias avoidance may be practiced by both men and women; however, women implement avoidance measures more frequently than do men in higher education employment (Drago & Colbeck, 2003).

While the vast majority of positions as academic deans, chancellors, and presidents of universities in the United States are held by males, there is no doubt that women will continue to increase their numbers among those ranks as females continue to lean in to advancement opportunities, strike a balance between work and home, and thereby advance in the field of higher education administration (Ward & Eddy, 2013; Sandberg, 2013). As older generations of the male-dominated field of higher education administration retire, there will be more opportunities for females who have been "in waiting" to move into positions of higher leadership and negotiate for equitable compensation, thus shattering glass ceiling limitations of the past. Also, as societal, professional, and institutional norms begin to be challenged and changed, there will be increasing opportunities for females to secure for themselves advanced leadership positions (Bain & Cummings, 2000).

Advancement to leadership positions for females is admirable and achievable, but before leaders can lead, regardless of gender, they must first follow. Depending upon an

organization's structure, the requirements and expectations of the leaders and followers differ, but what remains the same is that there is a two-way manifestation of influence regardless of perceived role of the individual. Much attention in occupational advancement has been devoted to leadership studies, leadership literature, leadership trainings, leadership styles, and leadership strategies; however, the leadership dynamic is merely one side of the organizational coin. On the less-addressed flipside is the topic of followership.

Followership has been addressed in broad terms by authors such as Robert Kelley (1992), Barbara Kellerman (2008) and Ira Chaleff (2009). For the vast majority of employees, work life will most often hold them in positions where their formal labels are that of followers rather than as leaders (Crossman & Crossman, 2011; Ciulla, 2003; Gronn, 1998; Rost, 1993). What this does not mean is that followers are powerless within organizations as most stereotyping labels them. Without followers, leaders have no one to lead, and without follower experiences, leaders have no previous experiences to refer back to when leading. Despite these facts concerning followership, little attention is given in scholarship to the formal study of, writing about, and instruction on effective followership (Baker, 2007; Carsten, Uhl-Bien, West, Patera, & McGregor, 2010; Crossman & Crossman, 2011; Thody, 2000; Russell, 2003; Ago, 2000).

An understanding of veins of progress for followers towards leadership and the interplay between gender, followership, and leadership development is needed in order to further expand the underdeveloped field of followership study. The wave of leadership studies, literature, and trainings could be well complimented by further addressing the

topic of how followership roles coalesce with leadership development of females in higher education.

1.1.2   Statement of the Problem

Followership norms and experiences can aid in shaping future leaders, yet exploring trends and norms of followership for females has not been granted extensive research attention, especially in the realm of higher education leadership advancement. This lack of attention has created a gap in knowledge concerning the path from followership to leadership for females in higher education administration. In order to add to the existing literature regarding females in higher education leadership as well as followership, it was necessary to determine what female leaders find notable about their roles as followers as they were progressing to advanced positions within institutions. To accomplish this, it was necessary to seek out trends and defining moments of followership for female leaders in higher education.

Because a vast amount of attention has been devoted to leadership rather than followership, gaps in knowledge related to followership studies exist (Baker, 2007). The most closely related topic to followership found in leadership studies is the topic of servant leadership, yet servant leadership and followership are two distinct lines of thought. Servant leadership, an idea that spans across centuries of religious teachings, was introduced into modernity by Robert Greenleaf when he coined the term servant-leader, and this line of thought focuses on a top-down method to serving those who would be considered followers (Greenleaf, 2002). While followership also bears historically religious roots, the formal coining of the term followership by Robert Kelley came about in 1988. Modern followership studies place followership as a line of thought

that explores interactions at all levels of organizations while paying particular attention to interactions that are the result of the reciprocal process of leadership (McCallum, 2013). Though these two lines of thought and study bear some resemblance as both address the blurring of the lines between leader and follower, the difference in focus– servant leadership focus being on top-down servitude and followership focus being on the relational processes between leader and follower– is the major difference between servant leadership and followership.

There is little information related to gender-specific and profession-specific aspects of followership. Narrowing this focus further, literature or research that addresses followership perceptions and norms among females in higher education administration is extremely underdeveloped. Female representation in higher education administration is slight, yet there are increasing numbers of women who are advancing to leadership roles with institutions (Ward & Eddy, 2013). This increase in females in higher education leadership and the lack of followership studies come together to present the need for exploration of the intersection of the two topics.

1.1.3   Purpose of the Study

The purpose of this study was to examine the perception of the role of followership in the development of female leaders in higher education. Through the use of Grounded Theory (GT) methodology, trends in followership perceptions and experiences of females in higher education administration were sought as a means to develop an inductive theory about the substantive topic of the role of followership for development of female leaders in higher education administration.

1.1.4   Research Question

This research sought to examine the perception of the role of followership in the

development of female leaders in higher education. The following research question

guided this study:

- What follower factors do female higher education administrators perceive as

  essential for professional development and advancement for females higher

  education leadership?

1.1.5   Theoretical/Conceptual Framework

To fully grasp the lens through which the research is conducted and data is

analyzed, it is essential to understand both Grounded Theory (GT) research and symbolic

interactionism.

1.1.5.1   Grounded Theory. The nature of this qualitative study lent itself to the use of

Grounded Theory (GT) methodology. First written about by Barney Glaser and Anselm

Strauss in the 1960s, GT is described as a qualitative research methodology that seeks to

use induction to generate theory. Breaking from this initial GT writing, Strauss and

Corbin (1990) wrote together in an effort to clarify and further define data analysis. What

resulted is what Glaser called a forced and completely new methodology (Glaser, 1992).

Strauss and Corbin wrote subsequent works in an effort to relax perceived rigidity of their

first work, but there is still a major difference between what has been termed the

Glaserian and Straussian models of GT: Glaserian GT is inductive only; Straussian GT

emphasizes the role of deduction and verification and downplays the role of induction

(Evans, 2013).

According to Barney Glaser (2005), ontology and epistemology are moot in relation to traditional GT studies because GT is a methodology that fits several philosophical points of view. This creates quite a spiral of possibilities for philosophical underpinnings for GT studies (Charmaz, 2006). While there are multiple possibilities for theoretical underpinnings when conducting GT research, this study was approached from the symbolic interactionist perspective as is often the case with GT methodology (Hernandez, 2009).

1.1.5.2   Symbolic Interactionism. "Symbolic interactionism" is a term coined by Herbert Blumer in 1937 after he further defined this line of thought initially proposed by his mentor and teacher, George Mead (Dingwall, 2001). The concept that drives symbolic interactionism is the belief that society is created by individuals taking part in social interactions; it follows that social reality only exists in the context of the human experience (Blumer, 1969). By way of further defining this conceptual framework, Joel Charon (2004) describes five central ideas to symbolic interactionism:

- Individuals are created through interaction; society is also created through social interaction.

- Interaction within the individual– introspective practice– is also considered social interaction.

- Individuals define the situation they are in. Definiti. does not develop randomly; instead, it results from ongoing social interaction and thinking.

- The past experiences of individuals enter into present actions/interactions primarily because the past has been reflected upon and applied to the definition of the present situation.

- Individuals are described as active beings in relation to their environment.

These five central ideas shed light on how the symbolic interactionism line of thought frames the construction of reality. According to this line of thought, reality is a combination of internal and external interaction; it is actively formed and navigated by internal and external social phenomena. With this in mind, it can be said that gender norms and societal ranking systems are the constructs of social interaction; therefore, exploring the perception of the role of followership in the development of female leaders in higher education administration provided results that describe ways female leaders construct, navigate, and manage interaction and define themselves, their roles, and their development as they progress professionally.

The study of the perception of the role of followership in the development of female leaders in higher education connects with this theoretical framework for four main reasons. First, the research looked to explore the social interactions and internal defining of situations of female leaders at a point in time when they functioned with the personally and/or socially defined roles of follower. Secondly, participants were interviewed in such a way that their experiences and introspective developments were able to be voiced in the form of interview conversation, which by definition is a social interaction. Thirdly, the research explored the social interactions, both external and internal, that contributed to perceived development of the participants from follower to leader. Lastly, the lines between follower and leader can be blurred based upon personal definition of situation which develops as a result of social interactions. For all of these reasons, exploring the perception of the role of followership in the development of female leaders in higher education aligns with symbolic interactionism.

1.1.6 Significance of the Study

Studying the perception of the role of followership in the development of female leaders in higher education adds valuable insight related to four distinct areas of interest: followership, female studies, leadership development, and higher education administration. These topics all converge in the context of this study. Contributions were made to all four topics through the means of theory creation and gained research knowledge. Findings also have the potential to influence professional practice. The knowledge generated concerning these foci may serve to assist universities when looking to support the professional development of females.

1.1.6.1 Theory Creation.
GT methodology functions with the aim of theory creation (Glaser, 2009). Developing a theory related to the perceived role of followership in the development of female leaders in higher education administration has provide insight into factors that meld all facets of the powerful blend of themes at play. Because GT was employed, trends and patterns in the perceived role of followership were allowed to surface naturally from interview data, and linking this information with existing literature and knowledge provided a means for new theory development which can be subsequently tested through future research.

1.1.6.2 Contribution to Research.
This study provides insight into followership, female in the workplace studies, leadership development, and higher education administration. Qualitative methods were employed with data collected as an authentic source of information regarding the distinct topics of concern. Collected data was analyzed for emergent themes and Protégé Advancement Theory was developed.

1.1.6.3   <u>Impact Professional Practice.</u> Research results bring with them the potential to impact professional practice. Effective professional development strategies implemented for followers were present that aided in the professional maturation and advancement process for female leaders. Additionally, strategies which had negative effects were also realized. Utilizing this information brings with it the potential to create, revise, or analyze current professional support mechanisms on campuses of higher education institutions.

1.1.6.4   <u>Self-conceptualization.</u> In keeping with the symbolic interactionist line of thought, the interview pro esses, transcription of interview data, review and analysis of data, and final report of results from this study serve as a symbolic means through which participants and researcher are able to define how experiences of followership aid in development of female leaders.

1.1.7   <u>Assumptions</u>

When conducting this study, there were assumptions that accompanied the collection and evaluation of data. It was assumed that the interviewees were open and honest in the discussion and responses to questions. It was also be assumed that interviewees were able to relay a clear recollection of followership experiences through lucid verbal communication. Lastly, it was assumed that participants were able to recall past experiences related to followership even though there has been a passage of time.

1.1.8   <u>Limitations</u>

When conducting this study, there were limitations that accompanied the collection and evaluation of data. One limitation was the differences in succession tracks at various institutions. Some females recalled clear-cut paths to advanced positions, while

others progressed through series of often unrelated opportunities. Also linked to institution-specific norms was the limitation of differences in work experiences of the participants.

On an individual basis, limitations were found with differences in transparency between interviewees, and some interviewees had difficulty recalling specific work experiences over extended periods of time. Also directly linked with limitations related to the individual participants is the lack of response to participate from a diverse population. Invitations to participate were sent to a diverse group of females in higher education administration, and follow-up emails with subsequent offers to participate were sent when potential participants were unresponsive. Despite these efforts to gain a diversified field of participants, only white, female administrators responded and were willing to participate.

1.1.9   Delimitations

To study the perception of the role of followership in the development of female leaders in higher education, there were parameters that had to be in place. The most rigid parameter was that the sample had exclusively consist of females. The leadership position currently and/or previously held by the female leader participants was at the level of academic dean, department head/chairs, directors or higher to include: chief executive, president, vice president, provost, chancellor, vice-chancellor, dean, dean emeritus, or director (Woolf & Harrison, 2010; Conway, 2010; Bright & Richards, 2001). Lastly, all participants came from institutions in the southern US.

1.1.10   Definitions

Academic Administrators- university or college employees who are separate from individuals who function only as faculty. These individuals are responsible for the preservation, management, and supervisory oversight of the institution. Some administrators serve in an instructing capacity to some degree, yet this is not their only function. Titles commonly held by academic administrators in higher education include: chief executive, president, vice president, provost, chancellor, vice-chancellor, dean, dean emeritus, department head/chair, or director. (Woolf & Harrison, 2010; Conway, 2010; Bright & Richards, 2001)

Glass Ceiling- perceived or actual limitations in ability to progress in professional pay and/or rank often noted as being felt by underrepresented populations (Boydston, 2001; Baxter, 2015; Stephenson, 2015; Bain & Cummings, 2010).

Grounded Theory (GT)- a qualitative research methodology that aims to generate an inductive theory about a substantive area. GT research allows for a naturalistic collection of data and subsequent analysis should allow codes, concepts, and categories of themes and trends to surface, which can then be linked together to generate theory. Despite various forms and renditions of GT, classic GT leads to theory creation, not verification. (Glaser & Strauss, 1967; Glaser, 1992)

Feminism- movements and viewpoints that aim to define, create, and attain equitable personal, political, cultural, economic, and social rights for females, including equal opportunities for women in education and the workforce. (Beasley, 1999; Astin & Lelan, 1991; Raymo, 1993; Friedan, 1963)

Followership- the shared social process of being influenced by leadership.

(Kelley, 1992; Riggio, Chaleff, & Blumen-Lipman, 2008; Kellerman, 2008).

Influence- is an exercise of power that results in a behavioral response, ideally a desirable behavioral response (Cialdini, 2008; Bolman & Deal, 2013; Shermerhorn, et al., 2010).

Leader-Member Exchange (LMX) Theory- this theory purports that the root of leadership can be found in the quality of the working relationship between leaders and those who would be considered their followers (Dansereau, et al., 1975; Graen & Uhl-Bien, 1991; Shermerhorn, et al., 2010; Bolman & Deal, 2013).

Power- coming in various forms, power is the potential to influence others, to make things happen, or to get things done the way you want (Bolman & Deal, 2013; Shermerhorn, et al., 2010; Lussier & Achua, 2013).

Protégé- an individual who exhibits great potential and thus receives enhanced support, protection, and advancement opportunities from sponsors in return for and with the expectation of stellar performance and loyalty (Hewlett, 2013).

Sponsor- a senior person with organizational/professional clout who identifies potential in protégés, advocates for protégés, protects protégés, and may even mentor protégés with the expectation of stellar performance and loyalty as a means of return on the risked investment (Hewlett, 2013).

Succession Planning- a method for recognizing and grooming individuals internal to an organization who present the potential to fill leadership positions within the organization (Miles, 2009).

Vertical Dyadic Linkage (VDL) Theory- focuses on the dyadic relationship between leaders and followers and asserts that a leader will form different relationship with different followers (Lussier & Achua, 2013).

1.1.11 Outline of the Study

What follows is an outline of this qualitative study regarding the perceptions of the role of followership in the development of female leaders in higher education. The literature review explores basic information related to followership, females in the workforce, norms in higher education leadership, leader/follower relationships, mentorship, sponsorship, power, influence, and protégés. CHAPTER 2– the review of literature– was initially limited in its scope in order to align with the classic GT norm stating that an in-depth review of literature prior to GT research may create a lens through which the researcher analyzes data, thus stifling the natural emergence of new information apart from what is already known (Glaser, 2011). Post research, the literature review was expanded to situate findings among the existing literature. CHAPTER 3 describes how the GT study progressed. CHAPTER 4 offers a full description of the research findings, and CHAPTER 5 extends the discussion concerning research findings as they relate to existing literature and offers suggestions for future research.

CHAPTER 2

BACKGROUND

2.1 Review of Literature

The study of the perception of the role of followership in the development of female leaders in higher education calls for an understanding of followership and the dynamics, struggles, and challenges females often encounter in the workforce. Classic Grounded Theory (CGT) methodology maintains a preference for little to no review of literature prior to conducting research in order to limit the impact of previous research and information on the current study and the interpretations derived from the data; reviewing an abundance of literature prior to conducting a CGT study could lead to a conceptual lens through which the researcher sees the data rather than allowing the data to speak for itself (Glaser, 2011). While CGT approach calls for limited to no review of literature prior to research, this idea of *tabula rasa*– featureless mind– has become increasingly unpopular (Glaser, 2011; Anfara & Mertz 2006). Approaching a study with *tabula rasa* is a valuable consideration, but it is an approach that must be balanced by ensuring the researcher is not completely blind to the topic being studied (Anfara & Mertz, 2006). To strike a balance between overexposure to prior perspectives and initiating research without a basic understanding of the elements at play, the brief review of literature has been conducted to construct a base knowledge on the topics of

followership and the dynamics females often encounter when progressing in the

workforce.

2.1.1   Followership

To effectively establish a formal discipline, there should be an overarching

definition of the discipline or school of thought. Not surprisingly, there are varied

definitions of followership, and some authors have noted the difficulty in penning a

singular definition because followership defined may vary based upon whether it is being

approached from the perspective of a leader or follower (Crossman & Crossman, 2011;

Hollander & Webb, 1955). A few definitions of followership include: "the opposite of

leadership in a leadership/followership continuum, a direct or indirect influential activity,

or as a role or a group noun for those influenced by a leader (Atchison, 2004; Briggs,

2004; Gronn, 1998; Hodgkinson, 1983; Russell, 2003; Seteroff, 2003)" (Crossman &

Crossman, 2011, p. 482-83). These definitions share in common that they are all based

upon a relational context between leader and follower, and all too often, this relational

connection bears negative connotations.

Followership is often interchanged with other words which bear derogatory

connotations. Some of the most common are: subordinate (Yukl, 2006), participants,

collaborators, partners (Uhl-Bien, 2006), sheep, passive, obedient, lemming, and serf

(Baker, 2007). These terms at some point have all been linked as synonyms to the word

follower thus bringing a subordinated slant to the term followership. Other derogatory

descriptors or adjectives often associated with followers and followership are the terms

"low status, unimaginative, and [the] inability to make independent judgment (Alcorn,

1992)" (Agho, 2009, p. 159). Though using these terms when referring to followers

brings a subservient perception of followership, the truth remains that followers do have the choice as to whether or not they choose to follow and/or influence their leaders.

Perhaps the most positive synonym for followership is "upward leadership" (Carsten, et al., 2010). Though upward leadership is a more empowering view of followership, there is still a lack of focus on this aspect of leading from behind. This lack of focus quite possibly exists because it is assumed that people instinctively know how to follow (Agho, 2009; Crossman & Crossman, 2011; Thody, 2000). Whatever the cause, labeling followers and followership with terms associated with inferior status hinders the ability to view followers as agents of change and influence within organizations.

According to Robert Kelley (1992), there are five types of followers who can be characterized based on personality traits and interactive norms. Above and beyond the personal norms of followers, there are situational and relational influences that play a role in follower/leader interactions and follower professional development and advancement (Chaleff, 2009; Kellerman, 2008). By combining the factors of individual traits, interaction norms, situational influence, and relational influence, a more complex view of forces at play for followers emerges as compared to looking at one facet alone.

The five types of followers characterized by Robert Kelley (1992) are characterized based upon levels of follower critical thinking and involvement. Kelley (1992) explains each of these follower types in *The Power of Followership: How to Create Leaders People Want to Follow and Followers Who Lead Themselves*. Exploring each of the five types will provide a base knowledge concerning follower types. Table 1 explains each type in turn.

Table 1:

Follower Types (Kelley, 1992)

Follower Type	Description
Alienated Follower	someone who exercises high levels of critical thinking but low levels of involvement. This type of follower often feels overlooked, underappreciated, or cheated within the organization. They often take a pessimistic attitude towards the organization.
Conformist Follower	someone who exercises low levels of critical thinking and high levels of involvement. These individuals are often referred to as the "yes" people. They will put plans into motion with little thought given as to why things are being done. This type of follower is often preferred by authoritarian leaders because there is little resistance.
Passive Follower	someone who exercises low critical thinking and low involvement. These individuals lack initiative and look to other for ideas and action. This lack of initiative and commitment often results in these individuals being labeled as lazy, unmotivated, and incompetent.
Effective Follower	someone who exercises high critical thinking and high involvement. These individuals do not shy from conflict, even with supervisors if needed to serve the best interest of the organization. They self-manage very effectively, exhibit courage to speak up, relieve the leader of tasks, and ultimately compliment the efforts of the leader.
Pragmatic Follower	someone who shifts between the other four follower types depending on the situation. These individuals often present an ambiguous image, may be found working the system to get things done, or viewed as playing political games, all of which may make them seem as if they are only out to maximize self-interest.

Note: Adapted from Robert Kelley's follower type taxonomy (1992)

Of these five types of followers, organizations and leaders often seek out effective

followers to compliment the organizatio al efforts and teams. With the multifaceted

dynamics of being an effective follower, authors Lussier and Achua (2013) have offered

nine guidelines to becoming an effective follower. Frist, an effective follower should offer support to the leader to accomplish goals, which may include assisting and advocating with/for the leader. Effective followers should also take initiative to complete tasks without needing constant directives. As a means of emotional stability, effective followers should play counseling and coaching roles to the leader when appropriate. They should also be ready to raise issues and/or concerns when necessary, even when their thoughts may be unpopular. Exceptional follower should seek and encourage honest feedback from the leader in order to know how they are performing and where they can improve. They should also clarify roles and expectations so there is a clear understanding of how their perceive follower tasks and expectations. Also, showing appreciation is characteristic of exceptional follower. Essential to communication flow, an effective follower should keep the leader informed on issues and developments as they occur. Lastly, an effective follower knows where to draw the line and resist inappropriate influence of the leader. These directives for followers to adhere to may come with limitations/hindrances or encouragement depending upon the leader, team members, or organization with whom the follower is working.

Finally, the dynamics of the leader/follower dyad are unique within the context of each relationship as the roles of each expands and contracts to meet the personal needs of the individual and the overall needs of the organization, yet scholars have chosen to focus on honing the skills and studies related to leaders more so than followers. This lack of followership study has been noted by Baker (2007) as she explains "the body of followership literature, distinct from what is traditionally viewed as leadership literature, is small" (p. 50). Such a disparity in coverage for two inextricably linked facets of

organizational composition is baffling and warrants further exploration for followership studies.

2.1.2   Females in the Workforce

Females functioning in the workforce in America have experienced several waves of change as social norms, cultural beliefs, and laws have impacted the evolutionary role of women in the field of paid labor (Boydston, 2001). At the end of the 19th century, wage and property laws were enacted granting women rights to wages and property with monetary value, yet females were not seen as equal to males in the workplace (Boydston, 2001). While laws were enacted granting certain provisions to females, it was not until World War II that a major flux of females truly hit the workplaces (Rogers, 1998). This was in response to the social issue of the war at hand and lack of skilled laborers due to wartime deployments.

After this flux of females came into the workforce, it became evident that pay disparities were rampant. In 1963 the Equal Pay Act began the establishment of equal pay for equal work regardless of gender (Rogers, 1998). This same year, Betty Friedan (1963), in her book *The Feminine Mystique*, gave voice to some of the concerns of females. Though it was not without criticism, Friedan expressed, through this seminal feminist work, the general dissatisfaction with female gender norms/expectations and dubbed it "the problem that has no name." Quickly after these two abrupt points in the female in the workplace evolutionary process, the Civil Rights Act of 1964 was passed. This pivotal Act outlawed discrimination on the basis of race, sex, religion, color, or national origin. In the context of gender and workplace norms, it aimed to establish gender equality in hiring practices. Much progress has been made since these pivotal

points in female in the workplace history, so much so that by 2001, over 70% of women in the United States were working outside the home (Beeghley, 2005).

These evolutionary waves of societal shifts and legislation have helped to usher females more fully into paid labor outside the home. Proof of the progress of women in the workforce and in positions of leadership is the fact that females have recently begun to seriously vie for the White House, but there is still another house that needs to be tended to; that is the personal home.

2.1.3   <u>Women as Caregivers</u>

In preindustrial America, men were seen as "bread winners" because they were responsible for earning and working outside the home, and females were seen as caregivers and "ladies of leisure" (Boydston, 2001). In the past, the role of females as caregivers was seen as incompatible with work outside the home. Females at times were forced to choose professions that allowed for them to remain in the role of caregiver while still working outside the home, and this balance is not always easily achieved (Richardson, 1993). This dual role has created what has become known as the "second shift" for females, where they work for paid employment outside the home as well as work as unpaid "employee" inside the home (Hochschild, 1989; Boydston, 2001; Bianchi, Sayer, Milkie, & Robinson, 2012). To ease some of this second shift, there have been societal and cultural shifts. This includes the expansion of childcare options, the inclusion of automated household appliances, equitable division of household duties, and altered cooking/eating norms (Bianchi, et al., 2012). This has not come without side effects as balancing work and home life brings difficulties.

The balancing of work life and home life has been termed the work/life balance. While this balancing act can be seen among all workers regardless of gender, the familial demands traditionally placed on the females in the home makes the work/life balance more of a struggle for females than males in many cases (Boydston, 2001; Drago & Colbeck, 2003; Ward & Eddy, 2013; Hendrickson, et al., 2013). Author Donald Super (1980) addresses the intersection of home and work, as well as other facets of personal roles, as each overlaps to create what is known as the Life Career Rainbow (LCR). Within the LCR, roles can be mapped and viewed as overlapping layers that contend for an individual's time, energy, and efforts, and are impacted by both internal and external forces. Super (1980) depicts through the LCR that people typically fill nine roles at specific points throughout their lifetime: child, student, leisurite, citizen, parent, spouse, homemaker, worker, and pensioner. Super also indicates that these roles are played in four theaters: home, school, workplace, and community. Females have been increasingly moving into the theater of the workplace, and this societal flux has caused the dimension of worker to become a point of increased attention as females strive to strike a work/life balance that allows for personal fulfillment across the bands of the LCR (Blustein, 1997).

Balancing it all can be difficult, if not impossible, yet some females will feel compelled to attempt to do it all and may suffer from "superwoman syndrome" where they feel the need to be perfect while bearing the weight of demands on all fronts (Shaevitz, 1984). However, others may begin to practice "bias avoidance" – publically downplaying the demands of responsibilities outside of work– in an effort to limit actual or perceived impact of family life on work life and maintain an ideal worker image (Drago, et al., 2001). Some females will attack the work/life balance with her

superwoman cape flailing in the wind, yet others will prefer to keep the superhero cape tucked where no one can see the struggle to balance it all (Shaevitz, 1984; Drago et al., 2001). In either case, females must make the personal decision about how far they are willing to lean in to the workplace while maintaining a balance.

2.1.4   Lean In, Lean Back Phenomena

Sheryl Sandberg (2013) has recently written a book entitled *Leaning In: Women, Work, and the Will to Lead*. She asserts that women are not progressing to the upper levels of leadership because they fail to "lean in" to opportunities for fear of how advancement choices will negatively impact future life choices. While this is true, there are many other factors to consider when females choose whether to lean in or lean back from advancement. Authors Ward and Eddy (2013) offer a counter argument to Sandberg (2013). They assert that the organizational scenario should be considered when looking to lean in (Ward & Eddy, 2013). Organizations, specifically higher education organizations, are not always places of employment that are hospitable to the intersection of gender and work causing an inability for females to lean in if they wish to maintain a sound work/life balance (Ward & Eddy, 2013).

Further complicating the situation for female advancement in higher education, the channels for progress for employment in higher education were forged at a time when higher education was the exclusive province of males (Drago & Colbeck, 2003; Bain & Cummings, 2000). There are often unstated norms and distorted expectations that do not allow for a sound balance between the expectations of work and the demands of life outside of work. Because of this, not because of fears for future impact, females may

choose to lean back and/or practice bias avoidance, thus stifling the progress up the ladder of leadership (Drago & Colbeck, 2003; Ward & Eddy, 2013).

2.1.5   Females in Higher Education Administration

While what constitutes a social concern can be subjective, consensus is often a means to identify undesirable conditions. A social condition as indicated by many sources is the lack of females progressing to positions of leadership (Hendrickson et al., 2013; Drago & Colbeck, 2003; Ward & Eddy, 2013; Sandberg, 2013). This is pointedly true in leadership positions in higher education.

The role of females in higher education in the U.S. has drastically morphed over the centuries. Initially, female students were a rarity in institutions of higher learning, and quite often their tracks of study were limited and gender segregation was the norm. Early women leaders existed in women's colleges, but their roles were also limited. The pioneering female administrators often found themselves in the position of Dean of Women in the first coeducational schools, which were a direct report to the Dean of Men (Madden, 2005). This structure created a superior ranking for males in higher education.

While gender-specific deanships subordinating females to males have all but vanished, there are certainly aspects of higher education administration that indicate a gender gap. "Although those who write about women in higher education acknowledge progress toward equity, no one argues that women have achieved equal status with men" (Madden, 2005). According to an APA Task Force on Women in Academe report (2000), "discriminatory practices may be less overt now than in the past, involving matters such as start-up funds for new faculty hires, bias against certain kinds of research, overburdening women with committee and other service obligations, and the

underrepresentation of women in senior administrative positions" (Madden, 2005). The subtlety with which many gender discriminatory actions take place creates situations where redressing the issue is near impossible (Madden, 2005). These frustrating scenarios also contribute to views pinning higher education administration as being inhospitable to the intersection between gender and work.

In the early 1980s, women surpassed men in the proportion of degrees awarded in the U.S., and this gender gap in educational attainment has been continuing to uptick ever since (Wharton, 2015). While this disparity in educational attainment has been in existence for decades, the increase in females promoting through the ranks in higher education has only seen minimal progress. "The percentage of women in senior administrative leadership positions increased from 40 to 43 percent overall. Today, women make up 41 percent of chief academic officers (CAOs), 72 percent of chiefs of staff, 28 percent of deans of academic colleges, and 36 percent of executive vice presidents" (By the Numbers, 2013). These numbers show that while females have experienced an increase in percentage of advanced positions held in institutions of higher learning, the level of advancement is still concentrated at mid-level management rather than at all levels of leadership.

2.1.6   Vertical Dyadic Linkage Theory and Leader-Member Exchange Theory

Relationships come with unique levels of commitment, connection, trust, and expectations, and relationships between leaders and followers are no exception. Vertical Dyadic Linkage (VDL) Theory focuses on the diversity encompassing these relationships. Originally identified by Dansereau, Graen, and Haga (1975), the focus of VDL Theory explains that leaders typically employ varying leadership tactics for

different subordinates within an organization, thereby creating in-groups and out-groups. This can be seen as unequal treatment of unequals. In-groups include followers with whom leaders develop strong social ties and relationships laden with trust, loyalty, influence, and respect (Lussier & Achua, 2013). On the flipside, those followers who are not part of the in-group by default are among those in the out-group. The out-group can be described as followers with limited social ties to their leaders and function with top-down, task-centered exchanges (Lussier & Achua, 2013). This differentiation creates both professional opportunities and career hindrances based upon the quality of the relationship between leader and follower.

By focusing pointedly on the leader/follower relationship, VDL Theory further evolved into the Leader-Member Exchange (LMX) Theory (Lussier & Achua, 2013; Shermerhorn, et al., 2010; Boleman & Deal, 2013). This further refinement spotlights the process of establishing in-group/out-group members and the correlation of the group establishment process to the quality of the working relationship between leaders and their followers (Graen & Uhl-Bien, 1991; Shermerhorn, et al., 2010). In-group members, because of their dynamic relationship with their leaders, are often afforded more visible assignments, access to information, decision making opportunities, and personal support. Conversely, out-group members typically function with limited levels of influence and inspiration, are assigned to low visibility tasks, and receive little encouragement and/or recognition (Lussier & Achua, 2013; Shermerhorn, et al., 2010). Follower satisfaction has been associated with high-quality LMX. Factors that influence LMX include: follower behavior and attributes, leader-follower perceptions and self-identities, and situational factors (Lussier & Achua, 2013). The culmination of these factors create relational

connections whereby leaders interact and subsequently categorize followers as in-group members or out-group members.

Because high LMX is associated with follower satisfaction, methods can be employed to cultivate high-quality LMX relationships. Three such cultivating options are: impressions management, ingratiation, and self-promotion (Lussier & Achua, 2013). Impressions management can be effectively employed by followers through requests for feedback as this will provide the follower with ways to improve work performance and clue the leader in to the fact that the follower is interested in improvement. Followers can exercise ingratiation by going above and beyond the normal workplace requirements in order to render services and exceed leader expectations. Lastly, self-promotion opportunities should be taken when the follower has an opportunity to appear competent and dependable. Caution should be taken when using these methods so as to not seem self-serving as this can have a counterproductive effect (Lussier & Achua, 2013).

Many benefits can be gained through high-quality LMX relationships. A study conducted through the University of Chicago by Wayne, Liden, Kraimer, and Graf (1999) explores career progress predictability and has noted LMX is positively related to salary, progression, promotability, and career satisfaction. This is because individuals who score a place in the in-group are often those who are recommended for advancement, given special favors, afforded decision-making opportunities, delegated greater responsibility and authority, provided access to information, and offered tangible rewards (Lussier & Achua, 2013). Followers, in return for these benefits, must deliver hard work and exude loyalty.

As with all relationships, maintaining high-quality LMX requires continued efforts from both parties. Leaders must continually engage with in-group members and continue to meet their needs. Likewise, in-group members must continue to deliver and meet leader expectations. This becomes a cycle of dualistic reinforcement where both the leader and follower are able to find comfort in the professional relationship, trust one another, and respect one another (Lussier & Achua, 2013).

2.1.7   Power vs. Influence

Though power and influence are often interchanged terms, differences in the essence of each exist. Power defined is the potential to influence others, to make things happen, or to get things done the way you want (Bolman & Deal, 2013; Shermerhorn, et al., 2010; Lussier & Achua, 2013). This vested potential– power– can be compared to the physics term potential energy. The potential or capacity to make things happen exists within the person with power similar to potential energy being the possessed energy within an object to move. In social settings, power is established through strength of position or personal traits (Shermerhorn, et al., 2010; Lussier & Achua, 2013). When potential energy– power– is put into motion as kinetic energy– influence–, the distinction between the two is most apparent.

Influence is defined as exercise of power that results in a behavioral response, ideally a desirable behavioral response (Cialdini, 2008; Bolman & Deal, 2013; Shermerhorn, et al., 2010). In action, influence is the result of the power holder utilizing his or her power, resulting in the target individual consenting (Whetten & Cameron, 2011). In cases where positional power is not a source of influence, as is often the case with followers, personal power becomes the fuel for upward influence. Sources of

personal power that create upward influence include: expertise, attraction, effort, and legitimacy (Whetten & Cameron, 2011).

These power sources can also be complimented by other determining factors that impact the ability of followers to convert personal power into influence. These determinates are the perspectives and grooming of followers as it relates to locus of control, education, and experience (Lussier & Achua, 2013). Followers who possess beliefs in internal locus of control tend to function as masters of their own destiny, whereas those with external locus of control ideals often feel they have no potential to influence others or their own destiny. These beliefs impact the use of power by followers. Those who have an external locus of control perspective often avoid taking risks or stepping out on their own, while those who have an internal locus of control beliefs tend to reach for opportunities and confidently seek situation-changing options. When it comes to the additional determinates– education and experience– followers tend to possess varied levels of each; however, when viewed as assets and fostered through leadership-created opportunities, follower education levels and provided experiences become catalyst for converting power into influence (Lussier & Achua, 2013). While power and influence are two distinctly different organizational energies, it is essential to bolster power so that influence can surface.

2.1.8 Sponsorship vs. Mentorship

Carving out a path through any profession can be tedious, and doing so often requires assistance from others. Reaching out to those who have experience and influence within a respective field often creates means for professional growth. Additionally, reaching out to other professionals can establish lasting relationships, and two of the most

common professional relationships are sponsorships and mentorships. Each type of relationship is beneficial, yet each type has distinct characteristics.

Sponsorship relationships are those relationships made between followers who show advancement potential and leaders who have positional and personal power within an organization (Hewlett, 2013). A true sponsor turns this power into influence in order to advance the career of the follower, thus turning the follower into a protégé (Hewlett, 2013). While sponsors may simultaneously serve as mentors to those progressing through the organizational ranks, the main benefits sponsors offer followers as they turn them into protégés are: recognize protégé potential, take a risk by advocating for the protégé, protects the protégé, encourages risk taking, and expects returns/performance from protégé (Hewlett, 2013).

Similar to LMX Theory, the sponsorship relationship should be viewed as reciprocal. When a sponsor invests energy in a protégé, there are expectations for the protégé to deliver. This becomes a win-win for both sponsor and protégé in that the protégé is afforded professional advancement opportunities, and the sponsor benefits from building a loyal team of high performers (Hewlett, 2013). To continue this cycle of reciprocal influence and relationship building, the sponsorship relationship requires nurture. Leaders must continually engage with protégés and continue to meet their needs. Likewise, protégés must continue to deliver and meet leader expectations. This becomes a relational give and take similar to high-quality LMX development, where the needs of both protégé and sponsor are met in a mutually beneficial way.

Not totally separate from the realm of sponsorship is the professional mechanism of mentorship. Mentorship is a guidance relationship where individuals with

more experience or greater insight help a less experienced follower (Lussier & Achua, 2013). The functions of a mentor for a mentee include: encourager, empathizer, confidence builder, advice giver, guidance provider, social connection supplier, source of feedback, and supporter (Hewlett, 2013). Mentors provide support in these ways, and while altruistic rewards such as a personal sense of purpose and helpfulness may come for the mentor, the vast majority of the relationship is asymmetric where the energy nearly always flows towards the mentee (Hewlett, 2013). Career mentoring has been related to promotability, but it has not found many direct connections with enhanced earnings (Wayne, et. al, 1999). This stands in stark contrast with sponsorship, where the relational dynamic is always of a give and take nature and results link directly to advancement.

Many organizations, including higher education institutions, offer mentorship programs to employees as a means to foster professional growth. It is essential that whether selecting to use an existing program or developing one specifically for a campus, the mentor program should fit the specific needs of the institution to include addressing an actual social concern, making use of available resources, and having buy in from administration and stakeholders (Rossi, Lipsey, & Freeman, 2004). Ensuring these concerns are taken into account will foster a greater sense of comfort with mentorship efforts, and this essential mindset can in turn help create an environment where mentorship relationships can flourish. It is also of interest to note here that sponsorship programs similar to mentorship programs are essentially nonexistent in the realm of higher education administration, leaving protégé hopefuls on their own to secure sponsors and/or navigate the often tumultuous succession paths laid out by institutions.

Both sponsorship and mentorship relationships are valuable assets to organizations and their employees. Sponsorship creates pathways for advancement for protégés and helps sponsors invest in their arsenal of top performers. Mentorship provides counsel and advice to mentees and is a means for mentors to give back. As invaluable as each type of relationship is, the differences are undeniable.

2.1.9 <u>Protégé vs. Follower</u>

As previously described, followers come in various forms. Followers in an organization are often viewed as those who are not in leadership roles, but as previously discussed, may possess power and exert influence within an organization. They may be viewed as active, passive, or somewhere in between. They may also be characterized by their level of critical thinking (Kelley, 1992). These two factors of effort and ability cause followers to be ranked and ordered, categorized according to Robert Kelley's (1992) follower taxonomy. Followers bearing labels such as exemplary, alienated, conformist, passive, and pragmatist are found at all organizational levels (Kelley, 1992).

Protégés, on the other hand, have no taxonomy of distinguishing features. There are currently only directives for what protégés must do, and in one word, that is *deliver* (Hewlett, 2013). Protégés are individuals whose potential is identified by leaders who possess organizational and professional clout, and as previously discussed, these individuals who take notice of protégé potential and provide opportunities for protégés are called sponsors. Once a protégé has been taken on by a sponsor, his or her end of the relationship bargain is to deliver in exceptional ways, exhibit trustworthiness and loyalty, and bring a distinct personal brand that will grow the sponsor's scope and span (Hewlett, 2013). This is distinctly different from followers, and even mentees, in that the reciprocal

relationship between sponsor and protégé is a mutually beneficial one that leads directly to the professional advancement of both.

Follower classification as proposed by Kelley (1992) is reliant upon a follower's traits and performance. Dissimilarly, protégé identification may begin with a leader taking notice of identifiable traits that indicate professional potential, but ultimately a protégé's success is based upon the continued relational process with the sponsor where each upholds his or her end of the professional relationship expectations (Hewlett, 2013).

2.2 Conclusion

This overview of literature addressed background information and existing bodies of literature related to the findings of this study. These topics include: followership, female in the workforce evolution, female in the higher education workplace norms, Vertical Dyad Linkage (VDL) Theory, Leader-Member Exchange (LMX) Theory, power vs. influence, sponsorship vs. mentorship, and protégé vs. follower. Through this study, the progress of females in the workforce, specifically climbing the ranks within the realm of higher education, was explored to determine the perception of the role of followership in the development of female leaders in higher education. The convergence of followership study and advancement of females in the higher education workplace study has brought together this collection of topics in a unique way, and new insights into the interconnectedness of these topics is described in both CHAPTER 4 and CHAPTER 5.

CHAPTER 3

METHODS

3.1   Introduction

A base knowledge concerning followership and distinctly female-in-the-

workplace concerns has been established as the intersection of these two topics

constitutes the focus of this study. A qualitative interviewing technique was employed to

reveal the participants' perceptions of the role of followership in the development of

female leaders in higher education administration. The methods for discovering more

about the interplay of the topics of followership and females in higher education

administration were explored using the following measures which are characteristic of

Grounded Theory (GT) research methodology.

3.2   Population and Sample

The sample for this study included a broad spectrum of females in higher

education administration from various institutions. All participants are or have previously

served at the level of academic dean, department head/chair, director or higher to include:

chief executive, president, vice president, provost, chancellor, vice-chancellor, dean, dean

emeritus, associate director, director, or executive director (Woolf & Harrison, 2010;

Conway, 2010; Bright & Richards, 2001). Allowing the sample to strictly contain

females serving in these advanced capacities in higher education administration provided

firsthand perceptions concerning the role followership plays in the advancement of females in higher education administration as each female was able to speak from personal experiences. Though these listed positions are advanced administrative roles, the individuals leading in such capacities are still, according to organizational structures, subordinates to yet other administrators serving in advanced positions within the ranks of each institution and/or the state education system. All participants were from community colleges and universities in the southern US. The scope of the sample spanned five different college campuses and proved large enough to reach a level of data saturation where new interviews ceased to contribute new coding categories to what had already emerged from previous interviews (Strauss & Corbin, 1990; Corbin & Strauss, 2008). Though there is no concrete number affixed to data saturation in GT research, a range of 10-15 interviews was desirable, and data saturation was achieved with 10 interviews.

To gain further insight about each participant, demographic information was collected at the conclusion of each interview. Additionally, each female leader developed a pseudonym that she is referred to as in the study. Each participant self-reported how many years she has worked in higher education and the number of institutions of higher education she has worked for. The average number of institutions worked for by the participants was $\bar{X}$= 1.6, and the mode for range in number of years working in higher education for these female leaders was Mo= 16-20. These demographic details are contained in Table 2. These facts indicate that there is relative longevity in the field of higher education administration and minimal change in place of employment for the participants.

Table 2:

Participant Demographics

Pseudonym	Years Working in Higher Ed	Years Working in Higher Ed Administration at the Level of Director or Higher	Highest Position Held	Number of Institutions Worked for
Honey	41-45	42	Dean	3
Rebecca	21-25	16	Director	1
Tracy	21-25	8	Assistant Dean	1
Bren	16-20	10	Vice Chancellor	2
Mary	16-20	13	Vice President	1
Nancy	16-20	12	Dean	2
Patty	11-15	2	Director	1
Candy	11-15	1	Director	2
Susan	6-10	4	Director	1
Betty	6-10	5	Director	2

3.3   Instrumentation

Semi-structured interviews with guiding questions were used to talk with these

female administrators about their personal followership perceptions, experiences, actions,

interactions, and norms. Such a "general interview guide approach involves outlining a

set of topics to be explored with each respondent," while still allowing the interviewer the

freedom to further explore and expand the interview based upon responses (Gall, Gall, &

Borg, 2007. p. 247). The guiding questions used can be found in APPENDIX A. When

conducting interviews, important considerations enacted were: listen more, talk less, do not ask leading questions, ask for clarification, tolerate silence, do not argue, and never be judgmental (Gay, Mills, & Airasian, 2006). I functioned as the data collection medium by conducting the interviews and collecting interview data. Because of this, my personal positionality on the topics at play were expressed through a Positionality Statement and monitored through the data collection process so as to ensure my personal views did not cloud data collection.

3.4   Procedures

Through the invitation to participate process, I reached out to colleagues, personal contacts, and professional acquaintances to identify females who are leaders in higher education and were willing to be interviewed. Each individual contacted for participation meet the participant criteria of being a female leader in higher education. Potential participants were initially contacted with an invitation to participate via email. Initial contact will included: greeting, overview of the research, interest in individual's participation, and invitation to participate by offering to schedule a time to interview. Research details were formally provided to the potential participants using the Louisiana Tech Human Subjects Consent Form (APPENDIX C) as an email attachment and included information regarding: purpose of the study, description of procedures, overview of instrument, risks/alternative treatments, benefits/compensation (none), and safeguards of physical and emotional well-being. Potential participants were asked to review the provided information. If a potential participant was willing to participate, she was asked to sign the Human Subjects Consent Form prior to the interview and return it to me. Once potential participants reviewed details provided on the Human Subjects

Consent Form and indicate they were willing to participate, interviews were scheduled at the convenience of the participants. Interviews were conducted in the office space of each participant or my office space, whichever was more convenient for the participant.

Before initiating each scheduled interview session, I arrived early to greet and thank the participant for her time. Then prepared a handheld Olympus Digital Voice Recorder WS-822 to capture the audio from the interview in MP3 format. Interviews were semi-structured using guiding questions (APPENDIX A) to keep the interview on track while still allowing the flexibility to extend the conversation when necessary. At the conclusion of each interview, participants were asked to complete a brief demographics form (APPENDIX B) and to create a pseudonym the participant wished to be referred to as in the written report of findings.

Once each interview was complete, the participant was thanked for her time and given an approximate date the interview transcript would be sent to her for confirmation. Data from each interview progressed through the following steps. The interview recording was transferred to a computer from the recording device as an MP3 file for transcription. Transcription was completed through Rev.com transcription service. Rev.com transcription service was provided with the MP3 audio file from the interview and translated verbal data into typed transcripts for analysis. The participant pseudonym was used when indicating speakers in the transcript to offer anonymity to the participant both during and after transcription. Once transcription was complete, the interview transcript was then provided to the participant for her to confirm. Also, I reviewed the transcript while listening to the audio recording to ensure accuracy of the transcript. Once both the participant and I confirmed the accuracy of the transcript, the transcript moved

into the data analysis phase. The processes of interview, transcription, transcript review of accuracy, and participant confirmation of transcript all took place within no more than a two week timespan thus ensuring minimal lapse of time between steps. In order to maintain confidentiality of research information and participant identity, audio files, transcripts of interviews, and all other documents bearing participant identifying information were stored on a password protected computer and subsequently destroyed using the computer general delete function once all research was complete.

Confirmed interview transcripts were analyzed for emergent codes immediately following participant confirmation beginning with the first interview. Atlas.ti software was used for managing the coding process. New codes were added to the list of emerging codes as the interview data coding process progresses through subsequent interviews. Codes were linked into categories during the phase of axial coding. New emergent codes and categories were explored as each new interview took place until the level of data saturation was reached with 10 interviews. In keeping with GT methodology, these phases of inductive analysis of data lead to efforts of theory creation (Glaser, 1992; Evans, 2013). Once results were fully analyzed, further review of literature was conducted to further refine and define results within the context of the existing literature. A written report of all findings was constructed, submitted for committee review, presented in a defense, and once finalized, shared with participants.

3.5 Data Analysis

Data analysis in GT has gone through stages of being relatively simplistic (Glaser & Strauss, 1967) to extremely complicated (Strauss & Corbin, 1990; Evans, 2013). Glaser (2005) has called some of this expanded talk "jargonizing." In an effort to avoid

jargonizing and over complicating data analysis to the point that the data is being forced, I will approached the data set with three distinct coding stages: open coding, axial coding, and selective coding (Corbin & Strauss, 1990). All coding of data was conducted using Atlas.ti software as the digital medium so as to index transcript content related to assigned concepts and categories.

In the first phase of transcription coding, the method of open coding took place. Open coding is a process that looks at small sections of data– paragraphs, single lines, or single words– which provide insight into the concepts portrayed during the interaction. In some instances, the participants' own words became content for codes during open coding, often called in vivo codes (Glaser, 1978). Codes were entered as side notes attached to portions of interview data and were assigned to participants' words and statements. Each open code was defined within the Atlas.ti software and subsequently attached to corresponding portions of the transcript text. Trends in repeated data emerged, in which case codes were repeatedly used to label multiple portions of the transcripts. Questions considered during open coding included: "Who are the actors involved?", "What are the actors' definitions and meaning of these phenomena or situations?" (Strauss & Corbin, 1998, p. 77). This step of open coding identified concepts present in the data, which constituted the start of the analytic process.

Constant comparison of data from each subsequent interview to coding of previous interviews was conducted in order to determine "underlying uniformity and varying conditions of general concepts" (Holton, J., 2010, para. 18). In addition to comparing data while coding, it was also imperative for reflective memoing to be conducted to ensure connections and thoughts were captured throughout the process, and

reflective memoing continued through all phases of data analysis. Reflective memoing provided a means through which to monitor and capture conceptual details as they emerged for possible use throughout the research process (Glaser, 1978; Corbin & Strauss, 1990).

The second phase of coding was axial coding. Axial coding is a method designed to add depth and structure to existing concepts as they are grouped into related categories. Through this process, concepts were grouped into categories– code families– and this was done so by relating concepts to one another "along the lines of their properties and dimensions" (Strauss & Corbin, 1998, p. 123). Causal conditions, phenomenon, strategies, context (location), intervening conditions, action/interaction, and consequences are all factors considered when axial coding as these facets indicate relational connections between original concepts developed in the open coding stage (Corbin & Strauss, 1990). As standout categories opened up to subsume subcategories and the relationships between each was developed, a core category emerged as being central to the interviews. Data was continually checked against developing concept relationships to further validate and extend the developing theory in order to develop a conceptually denser theory that captures the full essence of the participants' perspectives.

The final stage of analysis that was performed was selective coding. In this stage the emergent core category was integrated with other categories in order to develop a grounded theoretical claim that shows connection between categorically grouped data. Ultimately, this is where it was time "to generate an inductive theory about a substantive area" (Glaser, 2003 as in Evans, 2013). This process placed the core category at the center of focus and relationally linked remaining categories to it in order to capture the

entire story of the data. Through this process, emergent theory was refined and further solidified.

3.5.1 Reliability

A systematic approach to data gathering and analysis was developed, approved by the research committee, documented, and carried out by the researcher in order to ensure trustworthiness and transparency of the study. Predetermined procedures for this study were followed as prescribed by theoretical constructs of Grounded Theory (Strauss & Corbin, 1990). Measures of reliable data collection included high-quality audio recordings, the use of guiding questions, and transcript verification with participants. Analysis reliability was addressed as the researcher exercised the constant comparative method to ensure data analysis uniformity and consistency of responses to numerous data sets (Creswell, 2007; Holton, 2010).

3.5.2 Validity

Validity of qualitative research is essential in order to increase study credibility (Creswell, 2007). The aim of this study was to develop an understanding of the perception of the role of followership in the development of female leaders in higher education administration. The researcher compared existing literature and theory with the participants' responses to enhance validity of the findings reported. These procedures called for the use of scholarly databases, erudite texts, and committee member review. The researcher acknowledges that research procedures and decisions are subject to her unique positionality and could therefore influencing inquiry. In order to conform to Glaser and Strauss's (1967) guidelines to generate theory from qualitative data and at the same time take note of personal factors of influence, the researcher constructed a

positionality statement and sought approval by committee members on procedures, processes, and interpretation.

3.6   Positionality Statement

In addition to explaining the processes for this study, it is also appropriate to explain the personal lens through which I– the researcher– viewed and conducted the research and analysis. This is exceedingly important because I was the data collection tool and conductor of data analysis in this qualitative research study. An overview of personal biases was necessary as I worked to practice self-awareness throughout the research process and attempted to recognize when the research began to represent personal views rather than those of participants. A brief autobiographical overview serves as a means to establish this lens and explore the causes of personal assumptions and biases.

My primary assumption related to the perceived role of followership in the development of female leaders in higher education is that female leaders find value in and experience the most professional growth when their followership experiences include a solid relationship with their leader, to include leadership doing the following: recognize the intersection of gender and work, recognize the leadership potential within the emerging leader, function as a role model, and blur the lines between leader and follower when appropriate. This assumption is the product of my personal and professional experiences. Being a first generation college graduate has caused me to find immense value in education, because furthering my education has opened doors for personal and economic advancement that would not have been possible without college degrees. However, growing up in a home where traditional gender roles– a "bread winner" father

and a homemaker mother– were firmly established, and had been established for several

generations, has often caused me to question my adult choice to move into the workforce

and abandon certain gender norms held by much of my family (Boydston, 2001). One

such gender norm I have abandoned is the norm for females in my family to be

homemakers and not work outside the home. After taking a break from the professional

realm in order to go through childbearing and raising infants, I returned to work when my

children were 3 and 4 years old. Choosing this path was fueled by financial need and my

personal drive to have a career. This is not the norm for women in my family, most of

whom I grew up admiring. I do attempt to cling to values surrounding motherhood,

childrearing, and housewifery that have been instilled in me through family norms, but I

often find it difficult to manage these responsibilities as well as professional demands.

Though my children are now entering their teenage years and are more

independent and my husband, like so many other modern men, dutifully assumes many

household tasks, managing dual roles– mother and employee– often creates a struggle as

I strain to balance work life and home life (Bianchi et al., 2012). I often find myself

comparing my professional progress to individuals who are not currently parenting, as

well as comparing my domestic activities to those who are not currently working outside

the home. I struggle to find positive examples of female leaders in higher education I can

follow who confidently and openly balance both. These aspects of my life experiences

and beliefs create a bias towards an adherence to gender norms in some aspects of home

and work life as well as the use of "bias avoidance" to compartmentalize each facet of my

responsibilities as I try to maintain the image of ideal worker at work and ideal

homemaker at home, when the truth is I am trying to perform ideally at both (Drago, et al., 2001; Drago & Colbeck, 2003).

While in the workforce I have found myself in the role of both follower and leader. I view each role as being defined based upon the following situational factors: a.) relationship between individuals in the situation, b.) knowledge, skills, and abilities of individuals in the situation, c.) formal roles/position/responsibilities of individuals in the situation, and d.) the nature of the task at hand that calls for someone to lead and others to follow. These situational factors, in my mind, coalesce in organizational actives to create environments where the roles between leaders and followers can shift. Furthermore, I believe that for leaders to effectively lead, they must perceive the situation from the point of view of the followers. I am currently finding myself most often fulfilling the role of follower as I am still acquiring knowledge, skills, and abilities to competently lead in higher education, yet there are occasions where I am able to exercise upward leadership (Carsten, et al., 2010). I am also still in the process of establishing professional relationships and a rapport that allows for me to comfortably and confidently be viewed as a leader in professional situations, even when my professional title may have me established as a subordinate in the chain of command. I often find myself looking to other females who are well-established in the field of higher education administration as positive examples of how females can successfully navigate through the maze of higher education administration as this realm of employment has traditionally been the exclusive province of males (Drago & Colbeck, 2003; Bain & Cummings, 2000). These facets of my professional experiences have created a personal bias when it comes to relationships and interactions in the workplace. I view the building of relationships and the

establishment of positive role models as essential actions for gaining the knowledge, skills, and abilities necessary to shift from follower to leader and back again in order to meet organizational demands. Additionally, I view higher education administration as a realm of work where females are faced with challenges unique to females when trying to progress (Flowers & Moore, 2008; Ward & Eddy, 2013).

These personal biases come together to create a view of higher education administration that does not always seem hospitable to the intersection of gender and work, but I also recognize that before individuals can lead, they must first be able to follow (Ward & Eddy, 2013). The role followership plays in the development of female leaders in higher education bears much importance to me as I am a female professional attempting to follow and lead as I traverse the unfamiliar territory of professional life within the often male-dominated field of higher education administration.

3.7   Conclusion

Approaching the topic of the perception of the role of followership in the development of female leaders in higher education using a GT methodology provided a natural emergence of data related to this under-explored topic. This study and the findings bring with them the potential to express new information about followership, female studies, leadership development, and higher education administration. New information derived from this research has revealed substantial theory, and this development has the potential to impact professional practice and expand the scope of self-conceptualization for females in higher education administration.

CHAPTER 4

RESULTS

4.1   Introduction

The purpose of this qualitative study was to investigate the perceptions of the role

of followership in the development of female leaders in higher education administration.

The social construction of followership experiences were examined through the dialogue

of those interviewed, and Grounded Theory research design set forth by Strauss and

Corbin (1990) was utilized to conduct the research and examine the resulting data.

Through analyzing participant interviews, three themes or core categories emerged from

the data and a theory was constructed. The three core categories were: Follower

Influence, Sponsorship Relationship, and Advancement Opportunities. Grounded to the

data, a theory was constructed and termed Protégé Advancement Theory. This chapter

will present the findings of the study including: definitions of the three core categories,

the organizing construct of the schema for Protégé Advancement Theory, and substantive

evidence presented through quotations from the participants. Data findings are presented

with the participants' names preceding the quotations so that the reader can accurately

understand the construction of ideas from the various sources of data.

4.2   Analysis

4.2.1   Code Development

Through the initial phase of data analysis, open codes were assigned to sections of interview transcripts. These open codes were succinct descriptions of the textual content, and the content of each interview drove the development and use of open codes. As each code surfaced following the content of the interview, the code was subsequently defined and often reused if/when additional content addressed the duplicate topic. New open codes were developed throughout the initial phase of coding to accommodate each new idea presented in the interview data. Because the aim of open coding was to accommodate textual data with appropriate labels and corresponding definitions, a multitude of open codes surfaced while analyzing all 10 interviews. A total of 51 open codes were used in the initial phase of open coding, and it was these 51 codes that formed the basis for subsequent levels of analysis.

The constant comparative method as discussed in CHAPTER 3 guided the data analysis of the participants' descriptions of their followership experiences. Common themes emerged among all interviews, and subsequently, 10 categories emerged from the second iteration of data analysis and became axial codes: 1) Abilities, 2) Advancement, 3) Efforts, 4) Expectations, 5) Mentorship, 6) Performance, 7) Potential Recognized, 8) Risk, 9) Sponsor Power, and 10) Sponsorship. An examination of the relationship between axial codes within the data set revealed three selective core categories during the third phase of analysis. The core categories of Follower Influence, Sponsorship Relationship, and Advancement Opportunities are listed, defined, and quantified by density in which the codes appeared all within Table 3. All axial and selective codes are

defined in APPENDIX E. A through discussion of each code follows as all core

categories are explained and supported by their emergence from data units.

Table 3:

Selective Coding

Category	Definition	Data Units	Data Density
Follower Influence	The characteristics of followers that, if exhibited, elicit sponsorship relationships.	Abilities Efforts Performance	111 90 162 Total= 363
Sponsorship Relationship	The relational dynamics present in the sponsor/protégé linkage.	Mentorship Potential Recognized Risk Sponsorship	77 150 133 182 Total= 542
Advancement Opportunities	The professional advancement that occurs resulting from sponsorship and expectations that accompany such advancement.	Advancement Expectations Sponsor Power	165 97 169 Total= 431

Note: Atlas.ti software was used to create a Hermeneutic unit where the researcher was able to manage, store, and quantify content within interview data.

4.2.2   Core Categories

Development of the core categories was centered on participant recollections as

they recounted socially defining moments in their professional progression. Some

participants recalled specific personal events, interactions, and defining moments, while

others preferred sharing more generalized memories and perceptions. Common threads

began to surface through the data analysis process that lead to the development of the

three core categories. Emergent core categories were integrated with one another in order

to develop a grounded theoretical claim that shows connection between categorically

grouped data. The Protégé Advancement Theory model in Figure 4.1 shows the interconnectedness of the three open codes.

Follower Influence

Follower's abilities, efforts, and performance coalesce to invoke sponsor attainment which is manifested when follower is selected as protégé.

Sponsorship Relationship

Manifested when sponsor(s) protect, recognize potential, & empower protégé and protégé intentionally delivers outstanding performance and gives due dilligence to relationship building.

Advancement Opportunities

The professional advancement that occurs resulting from sponsorship and expectations that accompany such advancement.

Figure 4.1 The Protégé Advancement Theory: Figure shows the links between core categories and their related definitions.

The progressive nature of the emergent findings call for a sequential notation of relationality. Each core category will now be addressed in turn including a thorough explanation of data related to the category and how each links to the other selective codes.

4.2.2.1   Follower Influence. It became apparent early on in the interview process that the females being interviewed were not passive followers, but rather, each was able to exercise upward influence directed either intentionally or unknowingly to others higher in their chain of command. This was accomplished through their abilities, efforts, and/or performance. These three characteristics– abilities, efforts, and performance– became axial codes for data that, when grouped together, constituted the core category of

Follower Influence. Follower denotes the participants' relative organizational position to those they were following and securing sponsorship from. Influence, particularly influencing actions and decisions of leaders to whom the participant reported, is the resulting outcome of exhibiting the three characteristics. Defined, the core category of Follower Influence is the characteristics of followers that, if exhibited, invoke sponsorship relationships. As highlighted in Figure 4.2, this core category is the first in the sequence outlined by the Protégé Advancement Theory.

Follower Influence

Follower's abilities, efforts, and performance coalesce to invoke sponsor attainment which is manifested when follower is selected as protégé.

Sponsorship Relationship

Manifested when sponsor(s) protect, recognize potential, & empower protégé and protégé intentionally delivers outstanding performance and gives due dilligence to relationship building.

Advancement Opportunities

The professional advancement that occurs resulting from sponsorship and expectations that accompany such advancement.

Figure 4.2 Protégé Advancement Theory: Follower Influence is highlighted as the initiation point of the developed theory.

Many of the participants recounted how their personal and professional abilities were catalyst for influencing their leaders. As Mary recounted her abilities related to her advancing positions, it was clear her advanced insight and abilities were the result of her previous experiences.
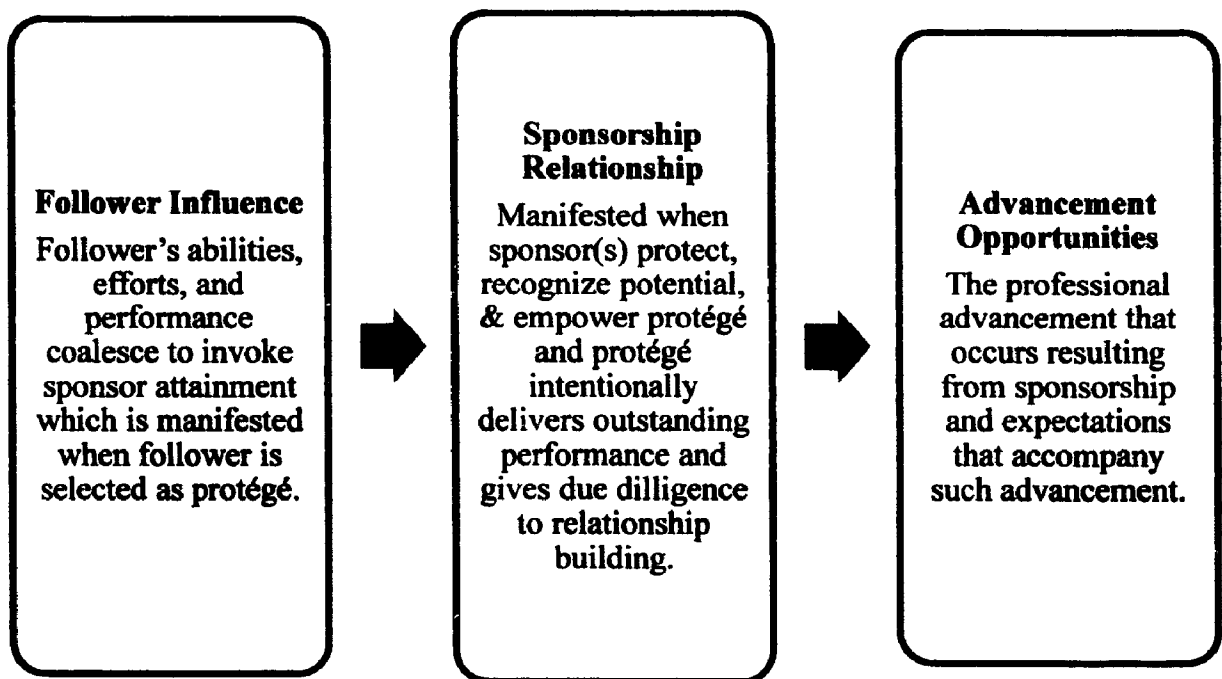
(Mary) I was an online student and so I was experiencing things many years
ahead of what we were going to see in the industry and experiencing it as a
student. So when it began taking off in the industry, I understood it, and so I think
progressing and moving up in leadership, some of that was helped because I had
those earlier experiences so the whole concept of what was happening with online
education, non-traditional students in higher education, I understood.

Mary was able to develop her repertoire of skills related to online learning through her
student experiences, thereby solidifying her abilities within that area of expertise. Not
only did Mary express that she acquired abilities from her experiences, but she also
armed herself with abilities through her own self-directed inquiry.

(Mary) I may not be taught by somebody else but if I'm not taught by somebody
else then I'm researching. I will find the information on my own if I can if it's not
readily available to me. I think that, too, helped when I advanced into the next
position because I had knowledge of not just the front end. I have knowledge not
just of teaching but I have knowledge also of the back end and infrastructure. I
understood the big picture.

These self-directed efforts provided Mary with abilities beyond those provided
through trainings and gave her abilities reaching through to the backside of online
education thus equipping her with abilities that helped her begin (Mary) "...progressing
and moving up to the next position...". Her abilities did not stop with what she was
already able to do but included what she was looking forward to learning to do. This
became clear as Mary described how she sought to further enhance her abilities. (Mary)
"I looked to people in the field that were not necessarily advancing but were very

knowledgeable and I wanted to know everything they knew. I wanted to learn everything. I wanted to be a sponge. I wanted to just really be knowledgeable about the subject area." Again, acquisition of abilities was front and center as a means of influence as not just Mary but all participants were gearing up to (Mary) "...advance to the next position..."

Similarly, Betty recalled how she, when seeking a coveted position as an intern, had strong abilities that caught the attention of leaders.

> (Betty) Adam, he actually was one of the people that interviewed me for the potential position to be an intern with USA Track and Field... I remember it was a phone interview obviously, because they were in Indianapolis, and it lasted about an hour, so a really long time. They asked me some really tough questions, but one of the things that I did was prepared for the interview. I knew statistics about USA Track and Field. I knew how many employees they had. I knew what their mission was. I knew their grassroots. I think I impressed him off of that.

Betty was able to impress and ultimately influence her potential sponsors at USA Track and Field by having the ability to interview well and speak intelligently about the organization.

While these specific examples show examples of the participants exhibiting strength in ability while working through the leadership ranks, the other participants all also expressed similar sentiments. An all-encompassing expression of the importance of exhibiting abilities as a means of influence comes from Mary when she explained how she was, "... wanting to follow a certain path, wanting to exceed in certain skills as a result of learned, observed best behaviors." This (Mary) "exceeding in certain skills" was

a necessary trait of all participants as they recounted their journeys up the ladder in higher education administration.

In addition to possessing personal and/or professional abilities, participants also continually expressed how their work *efforts* influenced their leadership. Candy found value in her efforts to (Candy) "...stay well-versed in all the changes... always doing professional developments whenever they had that. Understanding the whole process was necessary." Her efforts to stay well-versed kept her in the loop with happenings. Candy's desire to put forth above average efforts extended beyond staying in-the-know with developments and reached into daily activities that impacted her work efforts as well. She recalls how her work efforts impacted her daily efforts when she recalled:

(Candy) ...doing what's always right, sometimes it means late nights. Sometimes it's you don't, you stay and get the job done. Going the extra mile just because it's the right thing to do... I couldn't sleep at night if I didn't send that degree plan to someone that needed it immediately, or to go the extra mile.

Similar expressions of extended efforts were detailed by other participants, such as when Bren described her efforts with the following description: (Bren) "We have our mission, serving students. I believe so much in the leaders that we have on this campus that I will stay up here until 8:00, 9:00 at night helping students." Efforts to go above and beyond the call of duty was a common theme among the ladies interviewed.

Outstanding efforts as recalled by participants also included efforts to strive for greater levels of excellence. Bren recalled how she "...wanted [her division] to be the best division at that time, the best division on campus and helping [her] students in the best way that [she] could, and knowing everything [she] could know about what needed

to be done and to do it better, that's what [she] wanted." Efforts aimed at this level of excellence proved to be a source of influence for Bren as she progressed in higher education administration. She felt as though (Bren) "… if you set your mind on a goal, you do have to just jump in and decide that that's what you want to do. You can't really find excuses not to do it. You need to just do it. When you do it, you have to create, you have to have some patience but have focus." Relatedly, according to Mary, striving for excellence as Bren described requires engagement efforts so that the progressing leaders stay in tune with the happenings of the organization. Mary described these thoughts when she asserted, "You can't lead someone in the development or in the pursuit of something unless you understand what it is you're pursuing. That only happens as a result of your engagement." Engaging as Mary and Bren described requires much effort.

Work efforts of participants were also described as being purposeful in nature. Honey described some of her mindful efforts when she detailed how she was "…mindful of whatever the policies were in place at the time and chose to follow those policies and to maybe serve as an effective role model with following those policies by deliberate choices to follow what path was set out there and the expectations that were set out there." These mindful efforts to adhere to expectations were echoed by Nancy, as she expressed the importance of "… having [a] person [*sic*] above [her] early on was good for [her] because it kind of reigned in all of [her] not wanting to do the rules."

When it comes to effort at work for these female participants, putting effort into each and every assigned task was part of their professional journey and upward influence of leaders. According to Susan, "I feel like if you really want to make a difference you need to show up and be willing to figure out what those opportunities are and go with

that." Susan expressed how this was the case with all opportunities where effort is required right down to (Susan) "If somebody invites you to go to a safety training, you know, with a bunch of researchers don't look at it as a safety thing. Look at it as an opportunity to connect with folks and see what opportunities might come out of that, not just if you're a woman, but if you're anybody." This approach to applying effort even in seemingly menial endeavors was a source of influence for these progressing female leaders.

With abilities and efforts combined, participants often reflected on ways in which they delivered– performed well– at work. Positive performance offered yet another means for upward influence for these female leaders. Honey described some of her solid performances when she detailed the following memories:

> (Honey) I definitely was a good follower in that I would pick up whatever responsibility was assigned as faculty, teaching classes. I'm a good follower in that I reported to my classes on time, I did a great job, was well prepared, I did what needed to be done, interacted with the students, I delivered what I said I would do.

Positive examples of performance were also described by Betty when she recounted how she performed once she was on the job.

> (Betty) As far as Adam, he actually was one of the people that interviewed me for the potential position to be an intern with USA Track and Field… Then when I got there, I just worked hard and did everything they asked me to do, and did extra, and stayed late, and didn't mind helping other people with jobs that weren't

mine. I think that that's one of the reasons why he really respected me and took to me.

Nancy also spoke to the importance of performance when she recalled ways in which her delivering solid work performance was admired by leadership. (Nancy) "I think that they saw that if she's doing something she's gonna try to do it right and do it good. That was something they liked." Patty echoed a similar account reinforcing the importance of delivering reliable performance on the job in order to advance. (Patty) "I think over my time here, I've taken the approach of, 'Say Yes to everything. Be an invaluable employee that cannot be replaced.' Surely, at some point, the rewards will flow down from somewhere..." The rewards that resulted from such dynamic performance were advanced opportunities, and this can be seen described by Susan when she explained how she realized "...I'm going to have to work to have these opportunities..."

As these female leaders recounted their abilities, efforts, and performance, they also explained how these facets of their characteristics as followers influenced their leaders. Mary described how her following influenced her leaders to take notice of her, and she described how "...it's not until other people tell you that that you stand back and you're like, 'Wow, what should I do if I were in that position? What would that be like?'" As an example of negative follower influence, Honey was able to recall how she "...observ[ed] that there are some followers who were not successful because they were maybe too aggressive, not assertive, aggressive and not knowing their limitations in that aggression." This is additional proof that follower influence is a real force when it comes to advancement, and in some cases prevents advancement if the influence is negative.

The participants were found to exercise upward influence in their follower roles, and subsequently this influence provided a means for advancement. Rebecca summed this up as she recalled:

(Rebecca) I u. : my following more as to get to where I want to be. What's interesting now is that I feel like I'm at the place I want to be. I don't really desire to have, right now, definitely, to go higher. I think that's probably part of why my following is very different now because I don't know that I am as much as I used to be. Does that make sense? Because then I was following to get to a place that I wanted to be. Now I'm at the place I want to be and a lot of people are like,

"Don't you want to be this or that?" No, not really. I'm good right here right now. Utilizing follower influence– based in abilities, efforts, and performance– as a means to advance or be provided additional professional opportunities was a common thread among the participant interviews and became the initial catalyst in Protégé Advancement Theory.

4.2.2.2   Sponsorship Relationship. The second core category that surfaced through axial code linkages was Sponsorship Relationship. The participants often spoke of relational dynamics with others that mirrored sponsorship as is defined by Sylvia Hewlett (2013). None of the participants called the relationships sponsorship, and some participants even expressed a bit of confusion about how to label their professional relationships as if they lacked the precise word for it. Some used the terms mentor and mentorship, but then they would recount instances that actually described acts of sponsorship. It became clear that sponsorship was the dynamic most often being described, even when the participants seemingly lacked the vocabulary to call it such.

The lack of sponsorship being a describing term used by participants is not surprising as sponsorship is not as common a term as mentorship.

The core category of Sponsorship Relationship in this study was defined as the relational dynamics present in the sponsor/protégé linkage. *Sponsorship* denotes the interactions being described where the follower has been recognized and treated as a protégé, and the descriptions and actions of leaders align with the definition of sponsor. *Relationship* indicates the interdependence of sponsor/protégé interactions. This core category resulted from grouping axial codes whose content aligns with sponsor/protégé interactions as described by Hewlett (2013) as well as participant-labeled descriptions of interactions. These axial codes defined in APPENDIX E included: Mentorship, Sponsorship, Potential Recognized, and Risk. The Sponsorship Relationship core category had the highest level of data density, and this is due in large part to the expressly communicated perceived role of relationships in the professional advancement of these female leaders in higher education. As depicted in the Protégé Advancement Theory Figure 4.3, Sponsorship Relationship is the central category to which Follower Influence and Advancement Opportunities link.

Follower Influence		Sponsorship Relationship		Advancement Opportunities
Follower's abilities, efforts, and performance coalesce to invoke sponsor attainment which is manifested when follower is selected as protégé.	→	Manifested when sponsor(s) protect, recognize potential, & empower protégé and protégé intentionally delivers outstanding performance and gives due dilligence to relationship building.	→	The professional advancement that occurs resulting from sponsorship and expectations that accompany such advancement.

Figure 4.3. Protégé Advancement Theory: Sponsorship Relationship is highlighted as the center point of the developed theory.

While mentorship and sponsorship are distinctly unique topics, there is, according to Hewlett (2013), some overlap between the characteristics of both types of relationships. Participants often recounted instances of interaction with leadership that are characteristic of mentorship such as leaders serving as empathizer, confidence builder, advice giver, guidance provider, source of feedback, and supporter (Hewlett, 2013). Mentors provide support in these ways, and while altruistic rewards such as a personal sense of purpose and helpfulness may come for the mentor, the vast majority of the relationship is asymmetric where the energy nearly always flows towards the mentee (Hewlett, 2013). Mary described her perspective on this facet of her professional development when she recalled her general experiences:

(Mary) Fortunately, I had leadership that I could talk to and that could help, advise and guide me. Because probably without, number one, being given the

opportunity and two, when faced with tough decisions, had I not had the ability to reach out to a couple of senior mentors and others in senior leadership, I am not sure that I would know what decision to make and it's possible that I could have made some wrong decisions and it could have really affected my career.

Nancy also recalls the role of mentors in her professional progression. She offered a specific example of mentorship from her professional career.

(Nancy) I had a good mentor in that level who was the level coordinator. She was above me and she coordinated me and another adjunct faculty to take care of these students in clinical. She was a strict rule follower. A check box person that would be inconsiderate, maybe OCD on a lot of that, but she taught me how to do things right how to set up a syllabus right. How to do things that are orderly that make your job easier to do.

These few examples show the perceived impact of mentors as females leaders were advancing. Mentors offered advice and guidance for nothing in return.

While the role of mentors was most assuredly present in the data and should not be discounted for professional growth, the participants described relational exchanges aligned with sponsorship relationship dynamics more persistently than they recounted actual mentorship exchanges. The relational dynamic between a sponsor and protégé is always of a give and take nature and results link directly to advancement. So while many of the participants described their professional relationships employing terms related to mentorship, the interactions being described truly fit the sponsorship construct more accurately. The first example of this is from Rebecca as she recounted a specific relationship that she could not quite find the words to describe.

(Rebecca) "I watched her and she really encouraged me a lot. I don't know if I

think of her as much of a mentor as ... She was more motherly, like a protector in

a way. She knew I was young and naïve and tried to teach me the things that I

need to know like a mother would. I don't know how to explain that."

A key factor Rebecca mentions here is that she felt protected. This is a characteristic of

sponsorship.

Also, characteristic of sponsorship relationships is that the sponsor provides

opportunities for the protégé. Candy recalled a specific example if this when she recalled

her relationship with a former supervisor, (Candy) "...she's the one that took the chance

on me. She was the one that hired me. She was the one that believed in me. She was the

one that always said, 'You can do it.' She always said she would have, if I could have

moved down to San Antonio, she would have hired me..." Opportunities were being

provided by sponsors for Tracey as well. She recalled in more general terms this

relational dynamic.

(Tracy) Throughout, all of those supervisors they were very encouraging. Maybe

in different ways but encouraging maybe even just to give me the autonomy to

sink or swim, to me that was faith; that was a compliment. I didn't see it as

'You're on your own to sink or swim' it was 'I trust you enough to sink or swim.'

I think that faith of giving me that responsibility and even though sometimes it

was on my own, it was still a compliment.

These stories exemplify the provision of opportunities that came with the sponsorship

relationship. When given such opportunities, it is the responsibility of the protégé to

deliver results.

The need for the protégé to deliver results is a major difference between mentorship and sponsorship, as sponsorship, divergently from mentorship, expects return on invested confidence, time, and effort. The participants recalled recognizing their end of the deal when they entered into a sponsorship relationship as the protégé, even when they did not have the exact vocabulary to label the relational dynamics as such. Mary described her recollections of her role as protégé in general terms.

> (Mary) With each opportunity that was presented, I just jumped in and just wanted to do the very best job I could do. I wanted to be perfect. I wanted it to be great. I wanted it to be wonderful. I wanted to meet all of the expectations of my supervisors. I think with each one, and partly I think that that mindset is also what helped me to advance because I was not in a job seeking another job. I was in a job and I was going to be perfect. I mean I was going to make it the best thing. I was going to make it a premiere program. I was going to work as hard as I could to make it a premiere opportunity for my supervisors to be proud of...

Bren also recalled how she perceived her role as a protégé who delivers.

> (Bren) I think because I felt very valued, whenever she needed something done, I would be one of the first people to raise my hand and say, "Can I do something to help you? Can I represent the division on that committee?" I think that in retrospect at that time, I wouldn't have thought of myself as a good follower. In retrospect, when I think about it, probably that made her job a lot easier. I think just being willing to pitch in and do whatever needed to be done for our team, our group, that I was comfortable with that. I didn't think twice about that.

Being able to perform as a means to give back to supervisors is characteristic of sponsor/protégé exchange, and these examples clearly portray this relational dynamic.

Other participants also voiced similar remembrances of themselves playing the role of a protégé who delivers results. Patty's specific example embodied this protégé ideal.

> (Patty) I didn't see how this was all going to work out to my benefit, but I was very much his right hand, is how he described me at times. Whether it was painful or not, sometimes I enjoyed those experiences, sometimes, I did not. I saw it as making myself valuable to the institution and valuable to the program.

Tracey also perceived her role as protégé as one that delivered what the sponsor needed.

> (Tracy) If my boss needs me to keep them in the loop, I'm going to do that. If my boss doesn't want to be bothered and they want me to stop problems so that they don't have to deal with them, then I'm going to do that. I'm going to do it to the best of my ability... I think that that's probably why, I make my bosses' jobs easier. I support them...

Protégés holding up their end of the bargain through performance was a prevalent theme through the interviews.

Intentionally delivering stellar performance is a way participants enhance their sponsor/protégé relationship building. According to Nancy, being a protégé who maintained a productive sponsorship relationship was no easy task. She recalled how (Nancy) "It was hard to do my job and then be picking up these additional responsibilities and do them both well. That was hard. Just to say yes when I really wanted to say oh my gosh, what are you thinking with this? What is happening with this?" But as Bren

expressed, "... sometimes you have so much belief in a leader that you are willing to do whatever it takes to help him achieve the vision..." Being a protégé who delivers results for a sponsor helps maintain protégé status, and Susan echoed this sentiment when she explained, "I think your job is to give them something to prove that you will take advantage of those opportunities. You have to give the people in those positions reasons to want to help you advance or grow or move forward." Agreeing to challenging opportunities and delivering solid results were characteristics of participants and was perceived as essential for continued support from sponsors.

Establishing, building, and maintaining sponsorship relationships was also a prevalent theme in the interviews conducted. Mary expressed how she exercised discretionary measures when choosing who to build professional sponsor relationships with. (Mary) "I try to find value in all. Now, I may not go back and have another conversation with that person or I may not spend as much time because it doesn't take a whole lot of time for you to realize that that really probably isn't the best investment of your time especially if you advance in leadership." Similarly, Susan spoke of how intentional sponsorship relationships foster advancement.

> (Susan) I do think it's incredibly important that you identify leaders who are willing to nurture and support you. I do feel like that is part of followership as you described it; because I think as a follower you would have the responsibility of seeking those opportunities and identifying those people who will help facilitate your growth and open those doors... I feel like every single opportunity I've had has been the result of some random relationship or connection with individuals,

and they have kind of been facilitators to this line of doors flying open and opportunities lining up.

Nancy detailed a similar perspective on how her sponsorship relationships created a pathway for achievement.

(Nancy) …all along the way there have been people that I was not passively following, but people who…helped me that I was under. That I was in the hierarchy of higher ed. I was under them the whole way along that … kind of guided me, I guess is what I'm saying, in my path. It wasn't so much that I was following them as much as they were just guiding me along a certain trail.

Being guided along the professional trail by sponsorship relationships has proven fruitful for the participants in this study, and maintaining sponsorship relationships has been noted as essential. Tracy detailed her perspective on how (Tracy) "important relationships are and being genuine to those relationships and being true to yourself in those relationships." She felt that, (Tracy) "people tend to work with people they trust. If they know where you stand then they feel like they can trust you and so I think it's really worked in my benefit." Finding benefits within and giving focused energy to relational dynamics of sponsorship can be approached consciously. Rebecca communicated this perspective in the following thought: (Rebecca) "What do I need to do to get to that place? I think that that reflection is absolutely critical if you're going to be using that to follow and move to another level or are you just following because you want to follow forever." For the participants of this study, the trail laid out and navigated as a result of sponsorship relationships has been one up the ladder of success in higher education administration.

While the results of sponsorship relationships for the participants yielded advancement opportunities, it is essential to note that this study focused solely on the perceptions help by participants; therefore, the intentions and perceptions held by their respective sponsors is not addressed here. What did surface, however, were participant recollections of sponsor actions and interactions. Specifically, climbing of the professional ladder fostered through sponsorship was associated with sponsors recognizing followers as potential protégés. Mary recounted in broad terms how "With each position that I have assumed at the university, I applied for but I didn't go looking for them. I had other people came to me and said, 'This a perfect job for you. You're the perfect person. We really want you to apply. You should consider applying.'" Her potential shone through and was a catalyst for sponsorship. Bren also recalled how she was positively impacted by sponsors "...who really took the time to acknowledge [her] potential." Likewise, Honey, Patty, and Tracy expressed almost identical thoughts on the matter of potential being recognized. As recalled by Honey, "He seemed to recognize that I had some potential that maybe I didn't recognize myself." According to Tracy, "...they had faith, they thought I could do things I didn't think I could do always." Patty also experienced this phenomena as she described one of her sponsors. (Patty) "He told me he could always count on me to get things done and to do a good job. I know that he had a lot of confidence in my ability..." Sponsors taking notice of protégé potential was an overtly common thread as demonstrated by these specific examples of participant sponsorship recollections.

When describing how potential was noticed and sponsorship relationships were established, Honey expressed a perspective that speaks to the dynamic nature of the exchange.

> (Honey) ...sometimes when your immediate supervisor or someone higher in the chain of authority senses that you have some capabilities that you're not certain of yourself, that is a challenge and particularly when you get assigned those kinds of responsibilities and roles where you have obligations directly to students but you also have obligations to colleagues and faculty and parents and you're not sure that you're up to the task... but it gives you the strong motivation to do what those persons expected of you and fulfill whatever promise they thought you had.

When put up to such tasks as a result of recognized potential, Tracy verbalized her desire to deliver. (Tracy) "Other people seeing what my potential was has probably always led me because I didn't want to disappoint." This desire to deliver unquestionably aligns with what it means to be a protégé because protégés, unlike mentees or followers, are expected to not disappoint.

Becoming protégé does not come without risks. Candy and Betty conveyed this perspective in nearly identical terms. When speaking of one of her sponsors, Candy recalled how "Someone took a chance on [her]." Betty verbalized identical sentiment when discussing one of her sponsors. She told about how a particular sponsor (Betty) "...took a chance on [her], bringing [her] back over to athletics in the role that [she's] in now and is fixing to take another chance on [her] by making [her] senior woman administrator." These risks as described by participants are taken by sponsors when they have extended opportunities to advance to protégés.

The core category of Sponsorship Relationship is characterized here by lucid descriptions from participants that detail relational dynamics characteristic of sponsorship. This includes exchanges typical of mentorship as well, but overwhelming so, the evidence points to the undeniable– yet often under labeled– presence of sponsorship relationships.

4.2.2.3   Advancement Opportunities. The final common thread that linked axial codes across all interviews was the ability of these females to advance in the field of higher education. In this final core category, Advancement Opportunities, results gained from Follower Influence and Sponsorship Relationship, culminate to produce protégé professional enhancement. Defined, Advancement Opportunities as a core category is the professional advancement that occurs resulting from sponsorship and expectations that accompany such advancement. Advancement, expectations, and sponsor power constitute the composition of the Advancement Opportunities core category. The term Advancement denotes increased visibility, enhanced leadership, position promotion, and/or greater responsibilities bestowed upon the protégé as well as the associated expectations to deliver. Opportunities are the chances given by the sponsor for the protégé to advance and the associated expectations. As depicted in the Protégé Advancement Theory Figure 4.4, Advancement Opportunities are the resulting outcome as described by the participants in this study.

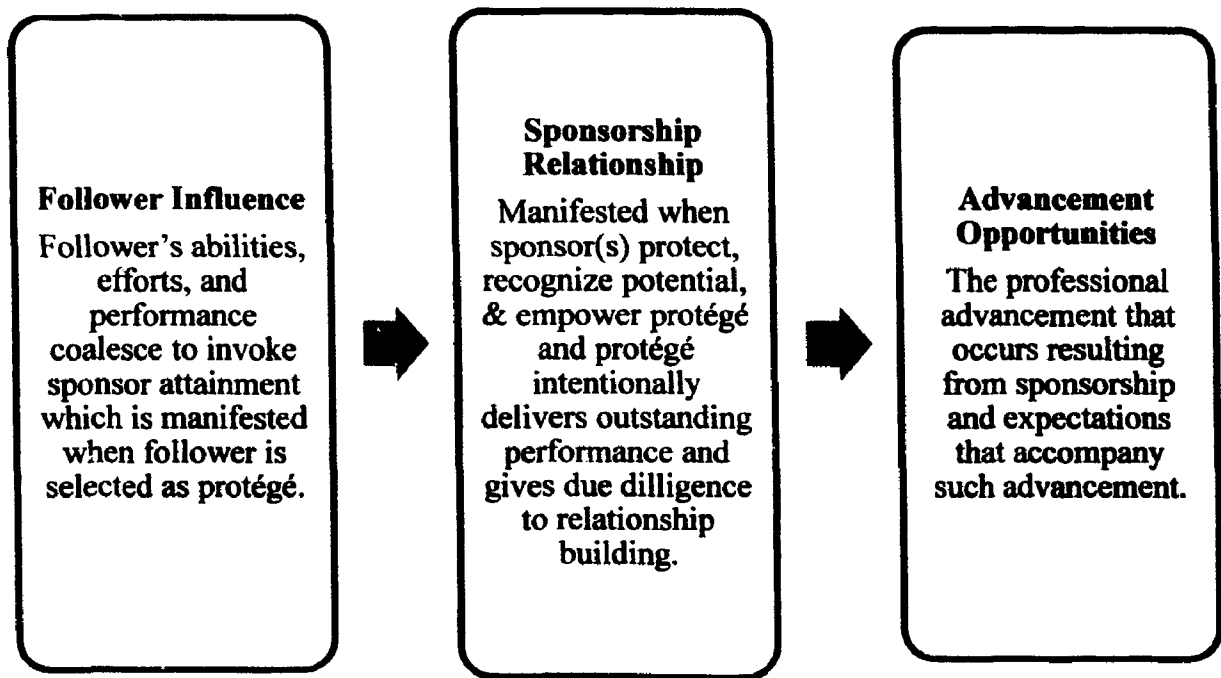| Follower Influence	Sponsorship Relationship	Advancement Opportunities
Follower's abilities, efforts, and performance coalesce to invoke sponsor attainment which is manifested when follower is selected as protégé.	Manifested when sponsor(s) protect, recognize potential, & empower protégé and protégé intentionally delivers outstanding performance and gives due dilligence to relationship building.	The professional advancement that occurs resulting from sponsorship and expectations that accompany such advancement.

Figure 4.4. Protégé Advancement Theory: Advancement Opportunities is highlighted as the final point of the developed theory.

When addressing the ability to advance, the participants offered stories of how they progressed through the ranks in higher education. One of Honey's more notable opportunities was provided to her (Honey) "...from a former dean of the college... He began giving [her] additional responsibilities and the additional growth that eventually led to department chairmanship and directors of programs." She took those opportunities and continued to advance in the field. Likewise, Bren recognized she was afforded chances to advance, to have (Bren) "...opportunities like the position [she has] now." Nancy offered perhaps one of the most detailed descriptions of all participants when she described one of her most notable jumps up the ladder.

> (Nancy) When Dr. C. was retiring we didn't know who was going to become
>
> dean, and she came to me one day and said, "Nancy, I think you need to apply for
>
> being dean and I recommend to Dr. A. and Dr. B. that they choose you." I said,

"I'm not ready to be a dean. I'm supposed to be this director for a few years." She

goes, "Yes you are. You've been through [many specific challenges], you've made

this [other advanced] program happen and you're ready."

Opportunities were also presented to Tracy when she (Tracy) "... was given the keys and

[she] was the given the academic center and had 350 athletes and [was told] [*sic*]'There

you go, figure it out.'" Susan's take on opportunities spans many of her former

professions, but ultimately she has found they have linked together to form a professional

trail of seized opportunities.

> (Susan) I met people who did sales for the hotels and they provided an
>
> opportunity for me to help with sales and so I moved into that role and so doing
>
> sales and working with groups here I met leadership from the university who were
>
> hosting projects, and I guess they were pleased with whatever I was doing with
>
> their groups at the hotels, and then I ended up here at the college serving in a
>
> similar capacity, and then from that I've just been given opportunities and worked
>
> with people and tried to help them do whatever they've needed, and from that I've
>
> had more opportunities to do what they've needed, and that's why I'm still here...

Each of these examples portray doors being opened for the participants to advance in

higher education administration, and the doors as described here were each opened as a

result of sponsorship.

Leaning in to these offered opportunities to advance has played a role in the

ability of the participants to advance. Mary describes how leaning in has made the most

of advancement opportunities.

(Mary) ...not my first position here at the university, the next position. That was

discussed with me and brought to me to give thoughts, consideration because of

some consolidation, some reorganization, restructuring. When it was presented, I

initially said no because I just loved what I was doing. Had I continued doing

what I was doing, I would not be where I am right now, I don't think...

Engaging in provided opportunities is essential as expressed by the participants, and

according to Susan, opportunities are everywhere. (Susan) "I feel like people have

opportunities all the time. I think it's a matter of recognizing them and deciding you want

to take advantage of them... I feel like at some point you decide you're going to do your

best and you're going to go in this direction and you do it." Once those opportunities are

seized, the work is not done. As described by the participants, the protégé has to live up

to expectations.

When given opportunities to advance, protégés are expected to deliver results.

This is the output, or deliverable goods, protégés are expected to provide in the

sponsorship relationship. Rebecca knows that she worked to deliver in spite of challenges

within her division. She recounted how she met expectations at a disorderly time within

her organization. (Rebecca) "I'm going to do what I need to do and take care of what I

need to take care. I know who we are and where we're going and what we're doing. They

can call me a [ring leader] or nothing at all, but I'm going to keep leading this area and

making it grow." While in this case Rebecca was confidently leading for growth,

protégés may also experience uncertainty when it comes to delivering. Honey recalled

this feeling in general terms. (Honey) "I think there were numerous times when I

questioned 'What will I do now?' and had doubts. I don't know that that's uncommon but

it gives you the strong motivation to do what those persons expected of you and fulfill whatever promise they thought you had." Making good on that 'promise' is the job of protégés.

Making good on expectations as a protégé may also include continual professional growth. It was clear Mary felt this way when she described how she delivered by enhancing her repertoire of knowledge associated with her role.

> (Mary) I had opportunities that were being presented at that time... It was things that were going to begin giving me the opportunities so that I could refine my skills, I could get better at what I was doing, I could become more knowledgeable, I could become an expert... I'm extraordinarily grateful to the leadership that I had... I would not have those opportunities had it not been for my senior leadership personnel, supervisors and so I had to learn.

It is clear she felt that as a result of provided opportunities, it was her job as a protégé (Mary) "to learn." As is the nature of working in higher education, attaining advanced training, additional credentials, and even terminal degrees was common among the participants as they sought to meet expectations related to learning, training, and credentialing.

Being in tune with expectations as a protégé was something Rebecca tapped into. She introduced this idea when she explained, (Rebecca) "What do I need to do to get to that place? I think that that reflection is absolutely critical if you're going to be using that to follow and move to another level or are you just following because you want to follow forever." (Rebecca) "What do I need to do to get to that place?" is an introspective

question a protégé asked in this situation aimed at discovering necessary steps to meet sponsor expectations.

There are also expectations for sponsors as detailed by the participants, the most impactful being sponsor use of power for protégé advancement. Patty was well aware of the power of one of her sponsors. She (Patty) "… can think of some situations where [her] previous boss had basically said, 'I'm grooming you for a position.'" This came to fruition as Patty eventually took that sponsor's place. Similarly, Betty experienced the flex of sponsor power when she worked with USA Track and Field. She recalled that experience in detail.

> (Betty) My boss at USA Track and Field is a guy named Adam Smith. He works obviously for USA Track and Field, but he's also contracted out by NBC, because he's very good at what he does. I got to work under him. I'm still very close to him. Actually he brought me back the next year to work the Olympic trials as a volunteer.

In these examples, Betty and Patty were both beneficiaries of the power vested within their sponsor as they were afforded extended opportunities. Unfortunately, power is not always converted into influence by sponsors. This was true in a case recalled by Candy. (Candy) "It came to light that it wasn't going to happen, or the people that were ahead, above me were not fighting hard enough for me to get that position. Or it was just too hard to do and they didn't want to do it." While sponsors may possess power, they must put it into action to invoke influence for the progress of the protégé. In productive sponsorship relationships, this is an outcome of the sponsorship relationship– protégé advancement.

4.2.3   Conclusion

Through the linkage of core categories– Follower Influence, Sponsorship Relationship, and Advancement Opportunities– the Protégé Advancement Theory was developed. This theory is an inductive theory based in data concerning the perceived role of followership in the development of female leaders in higher education administration. All participants expressed how they exercised upward follower influence, secured and nurtured sponsorship relationships, and were provided advancement opportunities. The actual words and expressions of the participants depicted the essence of each core category, and the natural progression through the facets of this theory have yielded tangible results for the participants as each female in her respective advanced role in higher education is living proof that the Protégé Advancement Theory depicts a viable pattern to attaining positions within the top levels of leadership. As described in CHAPTER 5, these findings come with implications for those working in and around higher education.

CHAPTER 5

DISCUSSION

5.1   Overview

While higher education is becoming increasingly diverse in terms of leadership

demographics, there are still challenges unique to women in this field (Flowers & Moore,

2008; Ward & Eddy, 2013). Research suggests that a glass ceiling/salary ceiling exists

for females despite the Civil Rights movement as well as more recent equal pay

initiatives (Boydston, 2001; Baxter, 2015; Stephenson, 2015; Bain & Cummings, 2010).

As women push to break the proverbial glass ceiling across the occupational board, they

are gaining numbers in leadership positions within organizations, including organizations

that have historically been the exclusive province of males such as the realm of

leadership in higher education (Drago & Colbeck, 2003; Bain & Cummings, 2000). How

females perceive they are following in order to lead was the driving point of inquiry in

this study.

Leadership in general has been a topic covered through studies, texts, and

trainings; however, the advancement of females in higher education leadership is a sector

of study lacking robust coverage within academic studies and writings. Likewise,

followership is a historically less popular topic in comparison to leadership. Scholars

have chosen to focus on honing the skills and studies related to leaders more so than

followers, and this lack of followership research has been noted by Baker (2007) as she

explains "the body of followership literature, distinct from what is traditionally viewed as leadership literature, is small" (p 50). Such a disparity in coverage for two inextricably linked facets of organizational composition— leadership and followership— provides the opportunity for greater exploration of followership.

The purpose of this qualitative study was to gain insight about female leaders in higher education administration and their perceived role of followership in professional development as socially situated within the understandings and experiences of the female leaders themselves. At the center of this study was the exploration of the professional journeys and interactions as the participants traversed the professional channels of higher education administration. Within this study, followership experiences were examined through interviews which produced lucid descriptions and recollections from ten females in higher education administration spanning five different college campuses. Each participant served at the level of director or higher thus placing each in formal leadership positions on their respective campuses. Grounded Theory was the chosen methodology within which the researcher situated the study. Data was analyzed by the researcher from the symbolic interactionist viewpoint allowing for understandings to be realized as a result of participant interactions. Participant recollection of human experiences and interactions were used in CHAPTER 4 as a means to offer an explanation of the three core categories present in the gathered data.

Through the substance contained within those recollections and social interactions, coded data provided building blocks from which theory was constructed. Symbolic, socially recognized knowledge regarding the role of Follower Influence, Sponsorship Relationship, and Advancement Opportunities was derived from social

connections of topics, and it is within this framework of explanation that Protégé

Advancement Theory was developed. CHAPTER 5 will include theory summary, the

construct for Protégé Advancement Theory development, theory alignment with existing

literature, conclusions of the researcher based on finding as they connect to previous

research and perspective, and recommendations for future study. Implications of the

study are noted as they relate to each topic addressed.

5.2   Theoretical Summary of Protégé Advancement Theory

Through this follower-centric research process and subsequent data analysis, the

collected data presented trends concerning the perceived role of followership for females

advancing in higher education administration. These trends were categorically grouped

into three core categories: Follower Influence, Sponsorship Relationship, and

Advancement Opportunities. The stories told and perceptions expressed by the

participants were rich with descriptions of both specific experiences and general insights

concerning their professional journeys. Because of the progressive nature of these

recollections, data categorization linked relationally in a progressive form, beginning

with follower characteristics, then moved to characteristics of sponsorship relationships,

and ultimately explained how the participants were able to obtain and manage

advancement opportunities. Grounded in the interview data, the inductive Protégé

Advancement Theory was constructed to assimilate categorically grouped facets of the

perceived role of followership in the development of female leaders in higher education

administration.

5.3   Development of Grounded Theory

CHAPTER 4 offered explanation of the core categories which surfaced from research interview data, and support for those categories was grounded in evidence and developed for the reader through human experiences and social interactions between participants and their leaders and within their own minds as described by the participants. It is within those direct quotations that evidence is presented supporting the development of theory. The result is a theory that captures the follower journey in theoretical terms of successful female higher education administrators. Protégé Advancement Theory is the central construct for explaining the role of followership in the advancement of female leaders in higher education administration as perceived by these female leaders themselves.

In Protégé Advancement Theory, *Protégé* is representative of follower turned protégé as described by Hewlett (2013) and the accompanying expectations and norms that go along with sponsorship relationships. *Advancement* is an emblematical term associated with increased organizational visibility, enhanced leadership opportunities, position promotion, or greater responsibility bestowed upon protégé and the accompanying expectations for protégé to deliver stellar performance in return for such opportunities. Constructed by the researcher and guided by grounded data, relational connections between the three core categories– Follower Influence, Sponsorship Relationship, and Advancement Opportunities– are depicted in Figure 5 as they collectively link together to diagram the construct of the perceived role of followership in the advancement of female leaders in higher education administration.

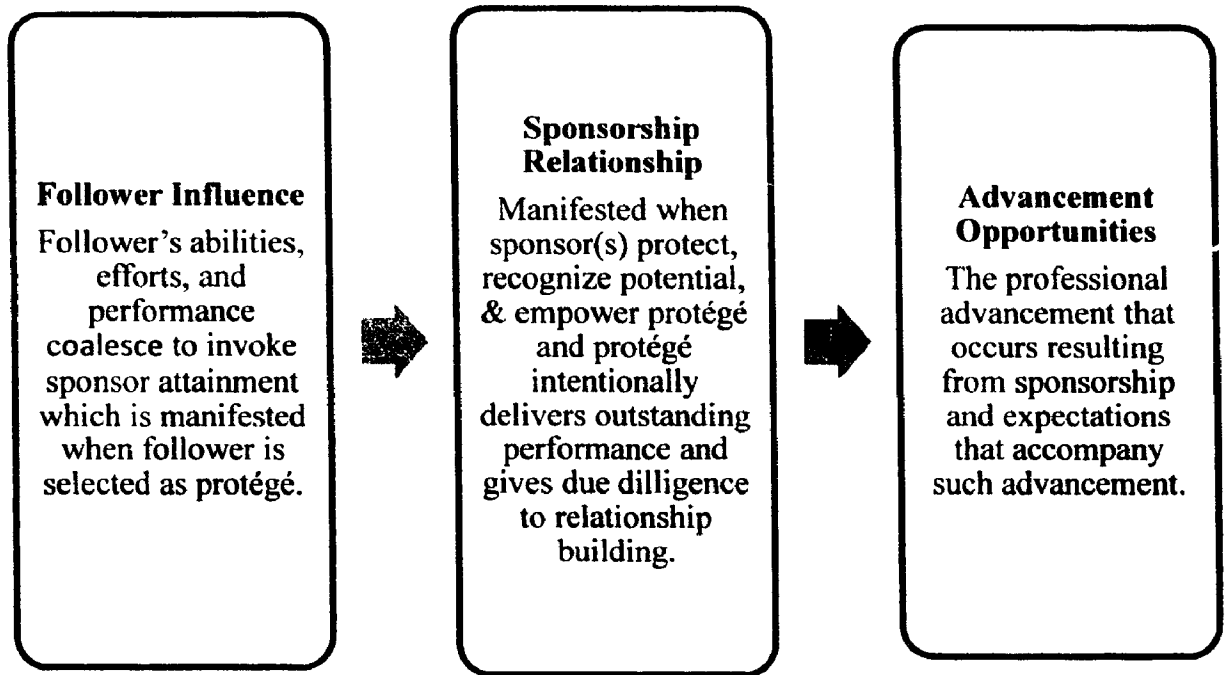| Follower Influence	Sponsorship Relationship	Advancement Opportunities
Follower's abilities, efforts, and performance coalesce to invoke sponsor attainment which is manifested when follower is selected as protégé.	Manifested when sponsor(s) protect, recognize potential, & empower protégé and protégé intentionally delivers outstanding performance and gives due dilligence to relationship building.	The professional advancement that occurs resulting from sponsorship and expectations that accompany such advancement.

Figure 5. Protégé Advancement Theory: Figure shows the links between core categories and their related definitions.

Theory development evolved in categorical emergence under similar contextual conditions as the female leader participants, without exception, expressed that personal characteristics and relational dynamics comprised their perceptions related to the role of followership as they advanced within the field of higher education. Essential to note is that succession tracks were not expressed to be paramount sources for advancement as perceived by participants. This placed the potential for advancement squarely in the hands of the participants– protégés– and their leaders– sponsors– as participants exercised upward influence and cultivated sponsorship relationships with their respective sponsors. Because of this finding, it became clear that the perceptions of the role of followership held by these female leaders related directly to follower aspects which can be impacted by the follower herself, not those facets decreed by the institution nor

limitations perceived to exist based on gender. This put each female leader at the helm of her own success to drive her professional advancement. While some female leaders recounted challenges related to institutional limitations, gender biases, and other related barriers to advancement in the field, each described means to overcome those through *follower influence* and *sponsorship relationship* as defined as core categories in this study. Honey made a pointed stance on this when she explained:

> If in fact you believe that you're being limited by a glass ceiling you will be because that's the way you will begin to respond. Don't make an excuse for yourself. Move forward and do what you're capable of doing as if nobody is ever standing in the way. You'll find that most of the time they won't.

As explained through their accounts of advancement and evidenced through their advanced positions within their respective institutions, each female leader participant has managed to reach high levels of leadership within the realm of higher education thus adding credibility and feasibility to their perceptions.

Systematic data groupings developed in the selective coding phase first began with the perceptions most intrinsic to participants themselves. This included the *abilities*, *efforts*, and *performance* axial codes which came together to form the Follower Influence core concept. A telling quote that exemplifies all aspects of this core category came from Susan when she said, "...I'm going to have to work to have these opportunities..." Rebecca also offered a succinct thought that captures the role of follower abilities, efforts, and performance. (Rebecca) "What do I need to do to get to that place? I think that that reflection is absolutely critical if you're going to be using that to follow and move to another level or are you just following because you want to follow forever."

Next and moving outward from the participants themselves, emerged the next core category of Sponsorship Relationship. The axial codes contained within this core category are relational in nature and therefore require the navigation of dynamic relationships. Susan was a source for summing up the consensus from participants as it relates to developing sponsorship relationships. (Susan) "I do think it's incredibly important that you identify leaders who are willing to nurture and support you. I do feel like that is part of followership as you described it; because I think as a follower you would have the responsibility of seeking those opportunities and identifying those people who will help facilitate your growth and open those doors..." This statement captures the transition when followers are turned into protégés by (Susan) "...identifying those people who will facilitate your growth and open those doors..." Tracy's recollection of how she reacted once sponsorship was established makes clear the expectations for protégés to deliver results once they have been taken on as a protégé. (Tracy) "Other people seeing what my potential was has probably always led me because I didn't want to disappoint."

Lastly, the final core category, Advancement Opportunities, was developed to house the perceptions and expectations that accompany moving up in higher education administration. Patty detailed how she was able to "... think of some situations where [her] previous boss had basically said, 'I'm grooming you for a position.'" This grooming and positional advancement are the expectations for sponsors from protégés. Because sponsorship is a symbiotic relationship– just as followership is– there are expectations for both sponsors and protégés. Professional opportunities should be provided by sponsors to protégés, and protégés should continually deliver strong performance. This relational

dynamic was described by all participants even when technical verbiage related to the construct of sponsorship was not used.

These core categories of data were linked along lines of interconnectedness. Follower Influence as recounted by participants was a catalyst for Sponsorship Relationship. What seems pivotal is the transition a follower goes through when her potential is noticed by a leader and is capitalized upon. This is the moment when a follower becomes more than just a follower with the power to advance; she becomes a protégé. Protégé status requires maintaining a productive sponsorship relationship thus linking logically to the next phase of Protégé Advancement Theory, Sponsorship Relationship. The sponsorship relationships, by definition and as recounted by participants, come with advancement opportunities and performance expectations. This leads to the final product in the Protégé Advancement Theory, Advancement Opportunities. A beautiful piece of interview data that encompasses the full essence of this theory came from Honey.

> (Honey) …sometimes when your immediate supervisor or someone higher in the chain of authority senses that you have some capabilities that you're not certain of yourself that is a challenge and particularly when you get assigned those kinds of responsibilities and roles where you have obligations directly to students but you also have obligations to colleagues and faculty and parents and you're not sure that you're up to the task. I think there were numerous times when I questioned "What will I do now?" and had doubts. I don't know that that's uncommon but it gives you the strong motivation to do what those persons expected of you and fulfill whatever promise they thought you had.

5.3.1   Implications for Professional Practice

This study is follower-centric in that it looks at followership experiences and recollections from individuals at times when they were followers, yet there are several points of impact that can be realized. These points of impact are follower-centric considerations, leader-centric considerations, and organizational considerations. Follower-centric considerations encompass application of the Protégé Advancement Theory as applied to females who wish to continue through the ranks of higher education administration just as the participants in this study have done. Leader-centric considerations are points individuals who may be functioning at high levels of leadership should understand from the theory. Organizational considerations are the points of theory impact that higher education organizations both large and small should consider when recognizing the presence of sponsorship relationships on campus and the dynamics that accompany the Protégé Advancement Theory as developed in this study.

From the perspective of followers/protégés, there are many takeaway points from this study. When in the role of follower, follow to lead by showing professional potential through abilities, efforts, and performance. This will convert follower power into follower influence and can thereby be instrumental in exercising upward influence for securing and developing sponsorship relationships. While relationship building in some cases takes concentrated effort, in other instances it can be an organic process. In either case, when identifying leaders as potential sponsors, go for the gusto. Sponsors are those individuals who will open doors for progress, so look to influence sponsors who can unlock the doors to advancement. For this unlocking to occur, sponsors should have power within the organization to influence protégé progression by providing

advancement opportunities. Individuals who do not have the professional pull and position to provide protégés with the ability to advance will not be able to fulfil the sponsor's end of the sponsorship relationship.

When a follower transforms into protégé, the protégé should continue to deliver stellar results. To continue to advance through the ranks, protégé output must continue to meet and exceed the expectations of the sponsor if further advancement is desired by the protégé. As proposed by the Protégé Advancement Theory and as is the functional norm in sponsorship relationships, protégés can expect continued support from the sponsor if indeed the protégé continues to deliver. These advancement opportunities and relational norms differ from other opportunities to advance in that there will be a continual give and take from both the sponsor and protégé as each find mutually beneficial opportunities to assist the other. This is the give and take nature of sponsorship.

Advantages of understanding the Protégé Advancement Theory exist for leaders/sponsors as well. From the perspective of leaders/sponsors, mindfulness is key. First, never forget the path that lead to leadership positions wherein sponsorship of others is possible. The ladies in this study all remembered their steps of progress and feel those experiences were instrumental in continued progress. When looking to become a sponsor, seek protégés who exhibit leadership potential, namely upward influence and deliver outstanding work performance. Once followers who have protégé potential have been identified, recognize and deliver advancement opportunities for selected followers so as to create protégés and build sponsorship relationships. Building a cadre of strong protégés will ensure an all-star team is always in your court. Sponsorship is a dyadic relationship, so providing opportunities is expected even when risks may be involved. In

return, sponsors should expect protégés to continue to deliver amazing results as that is their duty as protégés.

From the perspective of higher education organizations, Protégé Advancement Theory can bring many enlightening insights. First, recognition of the function of followership and sponsorship should be present. Mentorship and leadership studies and trainings, while valuable, have taken the spotlight on the stage of professional development for decades. Followership and sponsorship should be given equal attention. This is because followership is the shared social process of being influenced by leadership, meaning it is the flipside of leadership and also comes with a certain level of power (Kelley, 1992; Riggio, Chaleff, & Blumen-Lipman, 2008; Kellerman, 2008). Likewise, sponsorship should be granted more focused attention because, as described by Hewlett (2013) and as confirmed through this study, sponsorship is what ultimately brings females to leadership positions within higher education administration. Such impacts bring with them the potential to assist females to advance in leadership within organizations. For all these reasons, higher education organizations should offer opportunities to faculty and staff to learn about and explore followership, sponsorship, and the Protégé Advancement Theory.

Sponsorship builds functional, high-performing teams and fosters advancement for those who continue to produce desired outcomes, yet there is a negative aspect to the sponsorship dynamic. On the flipside of sponsorship's positive impacts for organizations, the negative possible impact that deserves to be addressed is that sponsorship may, depending on the players, create homogenous sponsor/protégé couplings thereby solidifying the cultural climate and leadership norms already present. In some cases such

stability can offer strength for an organization, while there are other times when rapid, dramatic change is needed to enhance an organization and advance its mission. Rapid, dramatic change could potentially be impeded if sponsorship norms within an organization have created a static, undiversified set of leaders, and some sponsors may advance protégés to satisfy personal agendas. To combat concerns, higher education institutions should take note of promotion trends to determine if productive sponsor/protégé relationships are present and are producing up-and-coming leaders who truly are advancing the mission of the institution, not just the agenda of the sponsorship dyad.

5.4 Theory Alignment with Existing Literature

Protégé Advancement Theory is a product of this research and is grounded in the findings presented. This developed theory as presented is applicable to follower advancement and leadership development of females in higher education administration, yet there are aspects of the theory that relate with existing literature. Followership as defined in this study and as explained by Robert Kelley (1992) is not a passive act, but rather is a reciprocal relationship between follower and leader. According to Kelley (1992), there are five follower types and power within the capacity of followers. This study aligns with Kelley's existing follower construct in that participants indicated that even when they were in roles of a subordinate nature, they were able to advance as a result of transforming their vested follower power into upward influence. Protégé Advancement Theory also aligns with Sandberg's (2013) directive for females in the workforce to lean in to presented opportunities so as to break with the common conception that females are limited in terms of professional advancement opportunities.

Leaning in to opportunities as directed by both Sandberg (2013) and this theory yield seized advancement opportunities for females to lead.

Another existing theory well covered in leadership literature that relates to the theoretical finding here is the Leader Member Exchange (LMX) Theory. This theory purports that the root of leadership can be found in the quality of the working relationship between leaders and those who would be considered their followers (Dansereau, et al., 1975; Graen & Uhl-Bien, 1991; Shermerhorn, et al., 2010; Bolman & Deal, 2013). LMX Theory centers its focus on establishing in-group/out-group members and the correlation of the group establishment process to the quality of the working relationship between leaders and their followers (Graen & Uhl-Bien, 1991; Shermerhorn, et al., 2010). In-group members, because of their dynamic relationship with their leaders, are often afforded more visible assignments, access to information, decision making opportunities, and personal support. Conversely, out-group members typically function with limited levels of influence and inspiration, are assigned to low visibility tasks, and receive little encouragement and/or recognition (Lussier & Achua, 2013; Shermerhorn, et al., 2010). LMX Theory and Protégé Advancement theory coincide on many levels. Both portray the importance of professional relationships and the benefits of those relationships. Where Protégé Advancement Theory contrasts most pointedly with LMX Theory is in the fact that Protégé Advancement Theory focuses not just on relational dynamics between sponsor and protégé but also on the expectations that accompany these roles. Protégés are expected to deliver results, not just have a functional relationship with sponsors. Likewise, sponsors are expected to provide advancement opportunities for protégés.

There is a vast body of literature addressing female in the workforce norms, including coverage detailing the history of females in the American workforce. There have been several waves of change as social norms, cultural beliefs, and laws have impacted the evolutionary role of women in the field of paid labor (Boydston, 2001). By 2001, over 70% of women in the United States were working outside the home, but the role of females as caregivers has been seen as incompatible with work outside the home (Beeghley, 2005). Females at times were forced to choose professions that allowed for them to remain in the role of caregiver while still working outside the home, and this balance is not always easily achieved (Richardson, 1993). This dual role has created what has become known as the "second shift" for females, where they work for paid employment outside the home as well as work as unpaid "employee" inside the home (Hochschild, 1989; Boydston, 2001; Bianchi, Sayer, Milkie, & Robinson, 2012). These sentiments were echoed within the collected interview data. Struggles to strike a sound work/life balance was a concern of participants, even those who are not currently parenting. Many expressed norms aligning with "bias avoidance" – publically downplaying the demands of responsibilities outside of work– in an effort to limit actual or perceived impact of family life on work life and maintain an ideal worker image (Drago, et al., 2001). While these struggles are not directly reflected with in the developed Protégé Advancement Theory, the impact of striking a balance or not finding balance has the potential to limit follower influence and protégé performance delivery.

When looking at literature specifically addressing females in the higher education workplace, there are many signs that working in post-secondary education is inhospitable to females who wish to lead. According to an APA Task Force on Women in Academe

report (200()), "discriminatory practices may be less overt now than in the past, involving matters such as start-up funds for new faculty hires, bias against certain kinds of research, overburdening women with committee and other service obligations, and the underrepresentation of women in senior administrative positions" (Madden, 2005). The subtlety with which many gender discriminatory actions take place creates situations where redressing the issue is near impossible (Madden, 2005). Today, women make up "41 percent of chief academic officers (CAOs), 72 percent of chiefs of staff, 28 percent of deans of academic colleges, and 36 percent of executive vice presidents" (By the Numbers, 2013). These numbers show that while females have experienced an increase in percentage of advanced positions held in institutions of higher learning, the level of advancement is still concentrated at mid-level management rather than at all levels of leadership. While the Protégé Advancement Theory does not specifically address the dynamics of gender when it comes to developing sponsorship relationships, facts contained in the literature indicate that many females looking to advance in higher education who seek out sponsorship opportunities may often find themselves seeking sponsorship from males since males still hold the majority of the highest positions within the field. Confirming what is found in the literature, participants in this study were by in large concentrated at the levels of director and higher with the highest serving in the role of Vice President, and some expressed the fact that their sponsorship relationships were with males in leadership positions above them. None of the participants were at the absolute top of the chain of command at their respective institutions, as that position at each of the campuses was held by a male.

Current literature suggests that mentorship relationships are beneficial to professional advancement. The functions of a mentor for a mentee include: encourager, empathizer, confidence builder, advice giver, guidance provider, social connection supplier, source of feedback, and supporter (Hewlett, 2013). Mentors provide support in these ways, and while altruistic rewards such as a personal sense of purpose an helpfulness may come for the mentor, the vast majority of the relationship is asymmetric where the energy nearly always flows towards the mentee (Hewlett, 2013). In Protégé Advancement Theory, mentor support may be present, but it does not lead directly to advancement opportunities unless coupled with sponsorship because sponsors, not mentors, are those who by definition extend offers of opportunities to protégés. In keeping with the literature and these research findings, career mentoring has been related to promotability but not with enhanced earnings (Wayne, et. al, 1999). The main benefits sponsors offer followers as they turn them into protégés are: recognize protégé potential, take a risk by advocating for the protégé, protects the protégé, encourages risk taking, and expects returns/performance from protégé (Hewlett, 2013). These sponsorship dynamics are support and accounted for in the Protégé Advancement Theory.

Ushering in advancement opportunities requires influence as leaders must be influenced to proceed with providing advancement opportunities. Literature suggests there is a difference between power and influence. While power and influence are two distinctly different organizational energies, it is essential to bolster power so that influence can surface. Protégé Advancement Theory takes these differences into account. Power in this theory is possessed by follower and leader. Only when power is converted to influence does follower become protégé and leader become sponsor as there are

expectations placed on each to deliver results, results that can only occur when power is put into motion as influence.

Protégé Advancement Theory reinforces many pieces of existing literature. It also extends and connects several previously unconnected sectors of study such as female in the workplace study, higher education administration, followership, leadership, and sponsorship. Despite the fact that no literature currently exist melding all topics covered here, it can be placed in direct comparison with other existing literature as a means of benchmarking for the newly developed theory. Alignment with current literature lends validity to the newly developed theory, while its unique coupling of ideas creates a place in literature all its own.

5.4.1   Linking Protégé Advancement Theory to Existing Literature

When linked with existing literature, the Protégé Advancement Theory has many implications for practical application for females as they advance in higher education administration. Because followership as Kelley (1992) describes it is not a passive act, potential protégés should seek to exercise upward influence by ensuring potential sponsors are aware of their positive and productive efforts, abilities, and performance. This could be done by taking on new and/or challenging tasks, going above and beyond with current assignments, and/or providing impeccable work. It is essential to show potential sponsors that the invested efforts in the follower will be worth it. As followers are making their positive output known, they should seek to be in-group members as described in LMX theory by using these same methods because in-group status can help facilitate strong sponsor/protégé interactions that a potential protégé would otherwise not be privy to. On the flipside, leaders should take note of their developed in-groups and

out-groups so as to ensure they are not overlooking the potential in a follower simply because the follower has been schematically placed in the out-group.

When moving through the ranks in higher education, followers/protégés should recognize the value and the distinct differences in mentorship and sponsorship. Being a mentee will provide moral support through the mentorship relationship, and this professional encouragement has vast value. However, mentorship is not tied directly to advancement. This is why followers/protégés should recognize the difference in relationship types, and depending on the goals and needs of the follower, give each type of relationship energy and attention. Leaders should also recognize the difference in these two types of relationships. When interacting with a follower, a leader should determine if the relational exchanges are those related to mentorship or if they are expectations accompanying the sponsorship relationship. Recognizing the difference will allow the leader to serve as mentor when needed and sponsor when appropriate.

Followers, particularly female followers who aspire to advance in higher education administration, should recognize that there have been cultural beliefs, societal norms, and laws ushering females more fully into the workforce, yet the numbers indicate males are in the majority when it comes to the upper echelons of higher education administration. This should not be viewed as a boundary or glass ceiling for females because the Protégé Advancement Theory provides a theoretical means to reach the upper levels of leadership. Protégés who wish to attain leadership in the upper most levels of higher education administration should establish sponsorship relationships with sponsors who can get them there, and then when provided advancement opportunities, they should lean in to the presented opportunities and continually deliver outstanding work

performance. Leaders in higher education should take notice of shifts in cultural beliefs, societal norms, and laws as they pertain to females in the workforce, and when this is fully done, the natural occurrence will be a more even gender representation in positions at all levels.

Again linking back to female in the workplace literature, leaning in to a workplace which may be inhospitable to the intersection of gender and work could cause personal struggles for females as they advance. Females advancing through the formal hierarchy of higher education administration should bear in mind that there are struggles noted for females in this field as they advance including: striking a sound work/life balance, navigating bias avoidance, and contending with the second shift of work inside the home. These topics were all contenders addressed by participants in this study, even when sponsorship relationships were present. Because these struggles are real, those individuals advancing should determine if it is feasible and desirable for them to live up to expectations and positional demands that accompany advancement and what that will mean in terms of work/life balance, bias avoidance, and the possible second shift. Leaders should recognize these struggles and how they manifest themselves in the lives and performance of their followers.

5.5   Recommendations for Future Studies

This study brought together many never before related lines of inquiry. Female in the workplace norms, higher education, leadership, followership, and sponsorship were all topics addressed through this study, and while the final product has yielded new insights into the intersection of these topics and produced theory, it has also opened the door for further research. Future studies could include examining:

1. Sponsors' perspectives as they recall what it means to lead as sponsor rather than follow as protégé. This will provide a leader-centric counterview to the follower-centric study at hand.

2. The perspectives of males in higher education administration to determine if sponsorship played as large a role in the professional development of males in higher education leadership as females have perceived it has.

3. The role of gender in sponsor/protégé exchange.

4. Heterogeneous vs. homogenous sponsorship coupling based on personality/personal traits, which is more effective?

5. Impact of internal vs. external sponsors for effective sponsor/protégé exchanges and advancement.

6. Development of protégé prototypes and how these align with follower types as explained by Kelley (1992).

7. Development of sponsor prototypes and how these align with leadership styles.

8. Organization culture impact on sponsor/protégé relationship effectiveness.

9. Impact of sponsorship on organizational effectiveness.

10. Impact of sponsorship on mitigating traditional advancement boundaries for females.

11. The perspectives on followership from females in mid-level positions in higher education at locations without female representation in upper levels of leadership.

12. The impact of racial diversity in sponsor/protégé exchange.

5.6   Summary of the Research Conclusions

The goal of this research was to explore the perception of the role of followership in the development of female leaders in higher education administration. The construction of the Protégé Advancement Theory indicated a pattern of advancement described within the perceptions of the ten female higher education administrators as they described their professional progression. Conclusions were based on research, grounded in the data, and were supported by the findings of this study. Inquiry and resulting conclusions were generated through the perspective of the participants. Findings as they relate to participants' various positions along the professional advancement continuum were described and were correlated to existing literature. The researcher found the perception of the role of followership to serve as catalyst in initiating the professional developmental progression of Follower Influence, Sponsorship Relationship, and Advancement Opportunities. This perception influences professional performance and interactions. Findings also suggest sponsorship is a more effective advancement booster than is mentorship. Though the findings answered the research question, many subsequent questions arose from the participants' perspectives and data. Considerations for individuals at all stages of the professional advancement continuum are explained, and sound recommendations for future studies are addressed.

APPENDIX A

GUIDING QUESTIONS

GUIDING QUESTIONS

Initiate conversation by explaining to the participant that we will be talking about followership and professional processes/experiences in career progression, particularly for women in higher education.

Then, provide participant with the following definition of followership: the shared social process of being influenced by leadership (Kelley, 1992; Riggio, Chaleff, & Blumen-Lipman, 2008; Kellerman, 2008).

- Tell me about your professional journey that has gotten you to your current position.

- Tell me about people, opportunities, and/or experiences that stand out to you most from your professional journey and why you feel they stand out.

- Have you faced any unique challenges while working through the ranks in higher education?

- What challenges, if any, have you faced while working in higher education that you feel are linked with being a female? Explain.

- Have you seen these challenges differ for males in the same field? If so, how?

- How have you overcome those challenges?

- Can you recall and tell me about a time when you felt like you were a good follower? If so, what made you a good follower in this scenario?

- Can you recall and tell me about a time when you were not a good follower? If so, what made you a bad follower in this scenario?

- What sacrifices do you associate with being a good follower?

- What role has gender played in your followership interactions?

- What followership experiences do you feel most prepared you for your current role in higher education administration?

- What institutional leadership/organizational/administrative practices or factors impacted your role as a follower while progressing in the field of higher education administration? i.e. Have there been barriers or seaways present that have hurt or helped your professional progress?

- Explain when you feel you merged from being a follower to being considered a leader.

APPENDIX B

DEMOGRAPHICS QUESTIONNAIRE

DEMOGRAPHICS QUESTIONNAIRE

Upon completion of interview session, the interview participant is asked to provide the following demographic information:

Years working in Higher Education:

_____ 0-5	_____ 26-30
_____ 6-10	_____ 31-35
_____ 11-15	_____ 36-40
_____ 16-20	_____ 41-45
_____ 21-25	_____ More than 45

Current position held (ex. Vice President, Dean, Director, etc.):

_____

Highest administrative position held:

_____

Race/Ethnicity (check all that apply):

_____ American Indian or Alaskan Native	_____ Asian
_____ Black	_____ Hispanic
_____ White	_____ Other:

Number of institutions worked for in the past: _____

Create a pseudonym for use: _____

APPENDIX C

HUMAN SUBJECTS CONSENT FORM

HUMAN SUBJECTS CONSENT FORM

The following is a brief summary of the project in which you are asked to participate. Please read this information before signing the statement below.

TITLE OF PROJECT: An Exploration of the Perception of the Role of Followership in the Development of Female Leaders in Higher Education

PURPOSE OF STUDY/PROJECT: The purpose of this study is to examine the perception of the role of followership in the development of female leaders in higher education.

PROCEDURE: Approximately 10-20 female higher education administrators will voluntarily participate in a semi-structured, audio recorded, private interview. Actual number of participants will be determined once a level of data saturation is complete. Interview recordings will be transcribed and analyzed to reveal emergent themes which can be linked together to create theory related to the perception of the role of followership in the development of female leaders in higher education.

INSTRUMENTS: The semi-structured interviews will be conducted using a list of guiding questions developed in collaboration with committee members and approached in a way that outlines a set of topics to be explored with each respondent while still allowing the interviewer the freedom to further explore and expand the interview based upon responses. A brief demographics self-report instrument developed by the researcher(s) will be used to collect demographic information, additional characteristics, and a self-generated pseudonym for participants. All collected information will be held confidential and only viewed by the researcher(s). All collected data will be destroyed once research is finalized.

RISKS/ALTERNATIVE TREATMENTS: The participant understands that Louisiana Tech is not able to offer financial compensation nor to absorb the costs of medical treatment should you be injured as a result of participating in this research.

BENEFITS/COMPENSATION: None

I, _____, attest with my signature that I have read and understood the following description of the study, "An Exploration of the Perception of the Role of Followership in the Development of Female Leaders in Higher Education", and its purposes and methods. I understand that my participation in this research is strictly voluntary and my participation or refusal to participate in this study will not affect my relationship with Louisiana Tech University or my grades in any way. Further, I understand that I may withdraw at any time or refuse to answer any questions without

penalty. Upon completion of the study, I understand that the results will be freely available to me upon request. I understand that the results of my interview will be confidential, accessible only to the principal investigators, myself, or a legally appointed representative. I have not been requested to waive nor do I waive any of my rights related to participating in this study.

_____   _____

Signature of Participant or Guardian   Date

CONTACT INFORMATION: The principal experimenters listed below may be reached to answer questions about the research, subjects' rights, or related matters.

PROJECT DIRECTOR(S):

Donna Johnson   djo024@latech.edu   318) 741-2801

Dr. John Harrison   johnharrison@latech.edu   (318) 257-3229

Dr. Dawn Basinger   dbasing@latech.edu   (318) 257-2382

Dr. Latoya Pierce   lapierce@latech.edu   (318) 257-2874

Members of the Human Use Committee of Louisiana Tech University may also be contacted if a problem cannot be discussed with the experimenters:

Dr. Stan Napper (257-3056)

Dr. Mary M. Livingston (257-2292 or 257-5066)

APPENDIX D

HUMAN USE CONSENT FORM

HUMAN USE CONSENT FORM

MEMORANDUM

OFFICE OF UNIVERSITY RESEARCH

Basinger, Dr. Lat

TO: Dr. John Harrison, Dr. Dawn Basinger, Dr. Laura Pierce
and Ms. Donna Johnson

FROM: Dr. Stan Napper, Vice President Research & Development

SUBJECT: HUMAN USE COMMITTEE REVIEW

DATE: December 10, 2015

In order to facilitate your project, an EXPEDITED REVIEW has been done for your proposed study entitled:

**"An Exploration of the Perception of the Role of Followership in the
Development of Female Leaders in Higher Education"**

HUC 1369

The proposed study's revised procedures were found to provide reasonable and adequate safeguards against possible risks involving human subjects. The information to be collected may be personal in nature or implication. Therefore, diligent care needs to be taken to protect the privacy of the participants and to assure that the data are kept confidential. Informed consent is a critical part of the research process. The subjects must be informed that their participation is voluntary. It is important that consent materials be presented in a language understandable to every participant. If you have participants in your study whose first language is not English, be sure that informed consent materials are adequately explained or translated. Since your reviewed project appears to do no damage to the participants, the Human Use Committee grants approval of the involvement of human subjects as outlined.

Projects should be renewed annually. *This approval was finalized on December 10, 2015 and this project will need to receive a continuation review by the IRB if the project, including data analysis, continues beyond December 10, 2016.* Any discrepancies in procedure or changes that have been made including approved changes should be noted in the review application. Projects involving NIH funds require annual education training to be documented. For more information regarding this, contact the Office of University Research.

You are requested to maintain written records of your procedures, data collected, and subjects involved. These records will need to be available upon request during the conduct of the study and retained by the university for three years after the conclusion of the study. If changes occur in recruiting of subjects, informed consent process or in your research protocol, or if unanticipated problems should arise it is the Researchers responsibility to notify the Office of .Research or IRB in writing. The project should be discontinued until modifications can be reviewed and approved.

If you have any questions, please contact Dr. Dr. Mary Livingston at 257-2292 or 257-5066.

APPENDIX E

CODE DEFINITIONS

CODE DEFINITIONS

Axial Code Definitions:

Code	Definition
Abilities	Participant skills/attributes on the job
Advancement	Promotion in terms of responsibilities, expectations, position rank, and/or pay
Efforts	Participant striving to produce output
Expectations	Anticipation of return on invested input of efforts
Mentorship	Asymmetrical support relationship
Performance	Actual work output
Potential Recognized	Identifying the ability of someone to succeed
Risk	Offering advancement opportunities with a possibility of no resulting positive performance
Sponsor Power	The potential possessed by a sponsor to create opportunities for protégés
Sponsorship	Professional relationships that offer mutually beneficial results, ex. productive, loyal protégés and advancement for the protégé

Selective Code Definitions:

Code	Definition
Follower Influence	The characteristics of followers that, if exhibited, elicit sponsorship relationships
Sponsorship Relationship	The relational dynamics present in the sponsor/protégé linkage
Advancement Opportunities	The professional advancement that occurs resulting from sponsorship and expectations that accompany such advancement

APPENDIX F

LAGNIAPPE

LAGNIAPPE

The following quotes serve as words of encouragement and are straight from expert females in the field of higher education administration.

Candy: "I always want to do what's right for the student not what's right for me."

Rebecca: "What do I need to do to get to that place? I think that that reflection is absolutely critical if you're going to be using that to follow and move to another level or are you just following because you want to follow forever."

Mary: "I will probably say the first thing is to be humble. I think that's very important because you always need to remember where you started so that you can always have a pretty good perspective moving forward."

Honey: "Don't make an excuse for yourself move forward and do what you're capable of doing as if nobody is ever standing in the way. You'll find that most of the time they won't."

Bren: "As long as we're human beings and working in this environment, higher education, we're always engaging with others. Everybody is different. You just have to always be there, ready to learn."

Patty: "The truth will stand when the world's on fire."

Tracy: "...never leave anything on the field. Meaning go the extra mile, put in 110%, never leave any regrets and play hard, work hard."

Susan: "I feel like if you really want to make a difference you need to show up and be willing to figure out what those opportunities are and go with that..."

Betty: "Sit at the table... Put yourself out there. Let your voice be heard, and also always be doing something to better yourself whether it's furthering your education, whether it's going to a professional development conference, whether it's getting involved in the chamber, or a service organization or a bowling club. Whatever it is, always challenge yourself and better yourself..."

Nancy: "It's not a question of are you going to sacrifice, it's how much and what are you going to sacrifice. To know that it's going to be sacrificial and then ask yourself before you decide to take that track is that worth it or not. It is going to be sacrificial.

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