INFORMATION TO USERS

This was produced from a copy of a document sent to us for microfilming. While the most advanced technological means to photograph and reproduce this document have been used, the quality is heavily dependent upon the quality of the material submitted.

The following explanation of techniques is provided to help you understand markings or notations which may appear on this reproduction.

1. The sign or “target” for pages apparently lacking from the document photographed is “Missing Page(s)”. If it was possible to obtain the missing page(s) or section, they are spliced into the film along with adjacent pages. This may have necessitated cutting through an image and duplicating adjacent pages to assure you of complete continuity.

2. When an image on the film is obliterated with a round black mark it is an indication that the film inspector noticed either blurred copy because of movement during exposure, or duplicate copy. Unless we meant to delete copyrighted materials that should not have been filmed, you will find a good image of the page in the adjacent frame. If copyrighted materials were deleted you will find a target note listing the pages in the adjacent frame.

3. When a map, drawing or chart, etc., is part of the material being photographed the photographer has followed a definite method in “sectioning” the material. It is customary to begin filming at the upper left hand corner of a large sheet and to continue from left to right in equal sections with small overlaps. If necessary, sectioning is continued again—beginning below the first row and continuing on until complete.

4. For any illustrations that cannot be reproduced satisfactorily by xerography, photographic prints can be purchased at additional cost and tipped into your xerographic copy. Requests can be made to our Dissertations Customer Services Department.

5. Some pages in any document may have indistinct print. In all cases we have filmed the best available copy.
McNeer, Elizabeth Jane

THE ROLE OF MENTORING IN THE CAREER DEVELOPMENT OF WOMEN ADMINISTRATORS IN HIGHER EDUCATION

The Ohio State University
Ph.D. 1981

Copyright 1981
by
McNeer, Elizabeth Jane
All Rights Reserved
THE ROLE OF MENTORING IN THE CAREER DEVELOPMENT
OF WOMEN ADMINISTRATORS IN HIGHER EDUCATION

DISSERTATION

Presented in Partial Fulfillment of the Requirements for
the Degree Doctor of Philosophy in the Graduate
School of The Ohio State University

by


The Ohio State University
1981

Reading Committee:  
Francille Firebaugh
Roy Larmee
Kathryn Schoen

Approved by

Roy Larmee
Adviser
ACKNOWLEDGMENTS

Many persons have provided encouragement, cooperation, and advice during the course of this study. Grateful appreciation and acknowledgment is extended to:

The Women Administrators who took the time to participate in this study.

Roy A. Larmee for his guidance and assistance as advisor.

Francille M. Firebaugh and Kathryn T. Schoen for their constructive criticism as members of the committee.

The College of Education Committee on Graduate Studies for the small grant for travel expenses.

Lottie F. McNeer for her support and editorial assistance.

Glenda A. Belote, my mentor, for challenging and believing in me during my program.
VITA

December 27, 1946...... Born - Radford, Virginia
1968.................. B.A., Randolph-Macon Woman's College, Lynchburg, Virginia
1969.................. M.Ln., Emory University, Atlanta, Georgia
1969-1971............. Assistant Curator, Special Collections, University of Houston Libraries, Houston, Texas
1972-1974............. Browsing Room Librarian, The Ohio State University Libraries, Columbus, Ohio
1974-1978............. Head, Sullivant Hall Undergraduate Library, The Ohio State University, Columbus, Ohio.
1978-1980............. Graduate Research Associate, College of Education, The Ohio State University, Columbus, Ohio
1980-1981............. Coordinator, Columbus Extension Program, School of Library Science, Kent State University, Columbus, Ohio.

PUBLICATIONS


FIELDS OF STUDY

Major Field: Educational Administration

Studies in Higher Education Administration - Professor Roy A. Larme.

Studies in Public Administration - Professor Frederick Stocker.
# TABLE OF CONTENTS

ACKNOWLEDGMENTS ........................................... ii

VITA ............................................................. iii

LIST OF TABLES ................................................ v

LIST OF FIGURES ................................................ v

CHAPTER

1. INTRODUCTION ............................................. 1
   Statement of the Problem ................................ 4
   Definition of Terms ...................................... 5
   Methodology ............................................. 6
   Analysis of Data ....................................... 9
   Significance of the Study .............................. 9
   Limitations of the Study .............................. 10
   Organization of the Remainder of the Study .......... 11

2. REVIEW OF RELATED LITERATURE .............................. 14
   Career Development .................................... 14
   Mentoring ............................................. 23

3. PRESENTATION AND ANALYSIS OF DATA ....................... 40
   Summaries from the Interviews ......................... 41
   Research Questions .................................... 65

4. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS ............. 102
   Summary ............................................... 102
   Conclusions .......................................... 110
   Recommendations ....................................... 112

APPENDIXES

A. Uniform Position Descriptions ........................... 116

B. Interview Schedule ...................................... 118

C. Cover Letter ........................................... 123

BIBLIOGRAPHY .................................................. 125
LIST OF TABLES

Table                                    Page
1. Early Career Choice........................... 67
2. Career Patterns.................................. 68
3. Mobility ........................................ 71
4. Career Mentors Mentioned by Subjects ............ 73
5. Length (in years) of Relationship with Primary Mentor. ... 76
6. Pace of Career Advancement....................... 78
7. Presence of Mentors at Critical Stages in Women's Careers. .. 83
8. Nature of Mentoring Assistance ................. 85
9. Types of Mentors ............................... 88
10. Networks Described as Important to Individual Subjects .... 92

LIST OF FIGURES

Figure                                          Page
1. Stages in the Career Development of Academic Administrators ......................... 80
"A pervasive problem in our nation's colleges and universities is the conspicuous absence of women in administrative positions."¹ During 1975-76, women held 16% of all administrative positions at those institutions responding to a survey authorized by the College and University Personnel Association (CUPA) with a grant from the Ford Foundation.² These women were concentrated in positions relating to student affairs and external affairs, and in women's colleges and traditionally minority institutions. They were paid only about 80% as much as men with the same position title at the same type of institution; the percentage of positions held by women and minorities tended to decrease as salaries increased except at women's colleges and minority institutions.³ By 1978 when the National Association of State Universities and Land-Grant Colleges surveyed its member institutions, 2,905 of the 13,638 positions (21%) reported by the 106 major public universities across the nation were held by women.⁴ In 1980 the American Council on Education reported that among the 2,722 colleges and universities accredited by major regional associations, 214 (7.9%) had female presidents or chief executives and 40% of those women headed all-female institutions.⁵

Administrators in higher education are most frequently chosen from the faculty, a traditionally male enclave. Empirical studies of sex
discrimination among faculty present a dismal picture of women's underrepresentation. "When a woman attains the doctorate from a prestigious institution and demonstrates great scholarly productivity, she still cannot expect promotion to a high rank as quickly as her male counterpart." The system which began when only white males received the requisite educational credentials for faculty positions has perpetuated their dominance long after women (and minority group members) were permitted to obtain those credentials.

Since 1968 when Executive Order No. 11375 added nondiscrimination on the basis of sex to the civil rights regulations, it has been illegal to discriminate against women faculty and administrators on the basis of sex in hiring and promotions. Illegality is difficult to prove and governmental intervention in the affairs of higher education is rare. Recognizing these limitations, women have looked for other ways to attain their goals. The need for female role models was proclaimed as essential for women to pattern their style and behavior after those women who had achieved administrative positions in order to further their own advancement. Research on role models for women entering traditionally male dominated occupations has demonstrated the limited effectiveness of this basically passive symbol, since those women in positions of leadership achieved their own success during very different times and circumstances.

Beginning in the 1970's, analyses of the structure of the professions and the social stratification of organizations revealed those elements which had assisted men in their advancement and the potential of these elements to assist women. In her study of the advancement of
women in science, White determined that men and women who were left out of the informal sponsorship system of the profession did not advance. Hennig and Jardim examined the differences between the socialization of men and women in the corporate sphere. They concluded that the few women in leadership positions had achieved their goals with the assistance of a boss who supported their advancement. "Godfathers look after godsons," in the business world. Hennig and Jardim advised women who were ambitious for executive positions to seek a boss who was upwardly mobile since few godfathers chose goddaughters.

Kanter studied the organizational variables which affected the roles of men and women in complex corporate structures. She posits that a combination of formal and informal supports are necessary for an individual to advance in the administrative structure. These include holding positions which allow one's skills to grow and develop, demonstrating one's abilities, and having the personal support of individuals already in power to provide introductions and sources of information which can improve one's opportunities to advance. Complex organizations rely upon this network developed by individuals in power to train and promote the next generation of leaders.

It is a fact of life in most organizations that many more people are qualified than can be admitted to the inner circle of leadership at any one time. Selection is necessary. The mentor is one link between the pool of qualified candidates and the inner circle. In many cases, the mentor is the central figure in the circle. From this vantage point, the mentor can see many people and also has the power to invite individuals into the inner circle. Thus, mentors serve both as talent scouts for the inner circle and as gatekeepers.
In academic organizations, assuring continuity of leadership is seldom viewed as a function of the administrative inner circle. Internal promotion is the exception at the higher levels of academic administration, so those who mentor are preparing leaders for other institutions. There is, however, initial evidence that educational leaders are mentored or sponsored in their careers. It is the intent of this study to examine the role of mentors or sponsors and the mentoring relationship in the career development of women administrators in higher education.

Statement of the Problem

The fundamental question addressed by this study is the role of mentors and the mentoring system in the career development of women administrators in institutions of higher education. In order to focus more clearly upon the unique experiences of those women currently in positions of leadership in higher education not seen as a traditional role for women, the administrators who were studied are those few women in positions of chief administrator and chief academic officer. (See Appendix A.)

Within this problem area, a number of specific questions are considered:

1. Is there a career development pattern that can be observed in the lives of women who are now chief administrators and chief academic officers in higher education institutions?

2. How significant do these women administrators feel mentor(s) have been to their career development?

3. At what stages of their career development have mentor(s) provided assistance?
4. What was the nature of that assistance?

5. What were the dynamics of the mentoring relationship?

6. Is the current definition of mentoring adequate to describe the relationship in higher education?

7. Do these women administrators now view mentoring of others as an important part of their social networking?

8. What suggestions do they offer to training programs in the preparation of administrators for higher education?

**Definition of Terms**

The Dictionary of Occupational Titles defines mentoring as "... dealing with individuals in terms of their overall life adjustment behavior in order to advise, counsel, and/or guide them." This definition can include both the personal and the professional aspects of an individual's life. In an effort to clarify the concept of mentoring in career development, Shapiro, Hazeltine, and Rowe have described a continuum of helping relationships in the work setting. Labeling this continuum as the patronage system which facilitates entry and mobility within the organization and/or profession, Shapiro et al. place mentoring at one end as the most personal, interactive level of relationship; sponsorship is next and is less powerful in promoting and shaping the career of the protege; the guides who point out pitfalls to be avoided, short cuts to be pursued, and provide valuable intelligence are next; and the simplest, least personal relationship, that of peer pals, is a network of information sharing and opportunities to discuss issues of concern.

For the purposes of this study mentoring is defined as a form of adult socialization often used in organizations for the development of leaders. Mentors are individuals who are identified by their proteges
as having gone out of their way to help proteges meet the protege's career goals. Types of mentors one might experience include supportive boss/partner, invisible godfather, teacher, coach, tutor, advocate, guide, sponsor, peer strategist, favor doer, mobile superior, role model, or patron/matron. The mentors could assist the protege by encouragement/recognition, instruction/training, opportunities/responsibilities, advice/counsel, inspiration, friendship, and/or visibility.

Proteges are individuals who have received special assistance in reaching their career goals from other persons or mentors. Networking is a process of developing and using contacts with others for information, advice, and/or support; often mentors introduce proteges to the "old boys" or "old girls" networks in their occupation or profession.

Career Development refers to the sequence of positions the women administrators held before their current position. It is usually a "backward-looking description...rarely a plan." Development connotes growth both in terms of the titles and responsibilities of each position held in sequence and in terms of personal satisfaction with one's career in academic institutions.

Methodology

This research study is exploratory in nature. Kerlinger defines exploratory as a type which "...seeks what is rather than predicts relations to be found." He notes that "exploratory studies have three purposes: 1) to discover significant variables in the field situation; 2) to discover relations among variables; and 3) to lay the groundwork for later, more systematic and rigorous testing of hypotheses."
This study is also ex post facto, in that the investigator has no control of the variables which might have influenced the current situation and can only draw inferences about the relationships among the variables based upon current observation of the phenomenon being studied.

The population for this study is defined as all women in chief administrative and chief academic administrative positions, as described by the College and University Personnel Association (CUPA), in four year colleges and universities in the six state midwestern region of Illinois, Indiana, Ohio, Michigan, Minnesota and Wisconsin. (See Appendix A.) This population includes those women who currently hold leadership positions in higher education. According to the Educational Directory Colleges and Universities, 1978-79, there were thirteen women in these positions. Initial contacts determined that three of these women were no longer employed by an institution in the region and two other women had been appointed to chief administrative positions in the region since the publication of the directory. The corrected population for this study includes twelve women. Nine of the twelve agreed to be interviewed; they constitute the self-selected sample for this study.

In defining the population on the basis of uniform position titles, the researcher recognizes that size and type of institution affect the degree of power exercised by the administrator in any position. There are women in large institutions with other titles who supervise more people and control a larger budget than do chief administrators in smaller institutions. The purpose of this study is to explore the
role of mentors in these women's career development, not to equate the
authority and responsibility of officers in institutions of greatly
different size and structure.

For the purposes of this study the type of institution is defined
as doctoral-granting universities, comprehensive universities and col­
leges, and liberal arts colleges. Control of institution is defined as
private (independent) or public.\textsuperscript{19}

Since surveys such as those conducted by CUPA and the AAUW have
shown a concentration of women administrators in student affairs and
external affairs positions, in two-year community colleges, and in
women's colleges, this study is limited to women in CUPA's position
categories 01, 02, and 05 (chief administrative officer or chief aca­
demic officer), in four year coeducational institutions. (Church-re­
lated institutions were also eliminated.) Restricting the population
to women administrators in one region of the country means that general­
ization cannot be made to women administrators in other parts of the
country.

The interview schedule was developed to fit the needs of the study
after reviewing those developed by McGee, Phillips and Stevenson.\textsuperscript{20}
(See Appendix B.) It was piloted and revised to provide multiple forms
for each question to assist the researcher in rephrasing questions for
individual subjects.

The twelve women administrators identified as the population for
the study were contacted by letter asking for their cooperation in the
study. (See Appendix C.) A guarantee of confidentiality was made at
that time. A telephone call followed the initial contact; the researcher
determined that nine of the twelve were willing to participate. Two of the other three have a policy of non-participation in graduate student research, and the other woman indicated that she was too busy to participate. Interviews were scheduled in the office of each subject at her convenience. Personal data was acquired from biographical sources and is presented in summary form only.

**Analysis of Data**

The data obtained during the interviews is summarized and presented in a narrative case-study form, guided by the framework provided by previous studies of mentoring and career development. Where appropriate, comparisons are made to the findings of those studies in higher education and in business and industry.

The qualitative summary of all the interviews provides a pattern of experiences and perceptions of the role of mentoring in the career development of these women. The descriptive data is then collected and organized with reference to the eight research questions. This will assist in identification of significant factors to be measured in future research on this topic.  

**Significance of the Study**

A study of this topic is important to scholars and practitioners of higher education administration for a variety of reasons. First, this is an area where no substantial data base is yet available upon which to develop hypotheses for future research. While this study does not supply a definitive assessment of the role of mentoring in the career development of women administrators, it does serve as a
building block in the study of the phenomenon of mentoring in career development of education leaders.

Second, from the perspective of a practitioner in higher education administration, this study provides additional information concerning the workings of the informal networks, the "old boys" and "old girls" systems, which facilitate the career development of academic administrators.

Third, from the perspective of the study of higher education administration, this study provides professors and students with more information about current practices in the field and their potential impact upon future professional practitioners. This study begins to address the need for greater information on all aspects of the mentoring process in the career development of education administrators.

Finally, there is much confusion concerning the definition of the term mentor. There may be different definitions required to describe the experience in different professional areas; there may also be a more encompassing definition which can be developed from the combination of the data collected in previous studies with that from this proposed study. Based upon the perceptions of successful women administrators in academic institutions, this study provides one more example of the role of mentoring in the career development of women administrators.

Limitations of the Study

Two limitations are of primary concern in this research effort. First, as an example of exploratory research, it must be recognized
that no definitive results can be reported. The limited population analyzed through a case study approach can provide a wealth of data, but the ability to generalize about that data to other settings remains uncertain. Further research beyond the parameters of this investigation will be essential before such results can be reported.

Second, investigator bias is a significant factor in interview and case study research. Bias on the part of the researcher can be counteracted, at least in part, by close attention to the theoretical framework provided by previous studies of career development and mentoring and careful validations of investigator perceptions through available data. It can never be eliminated completely, but it can be controlled.

Organization of the Remainder of the Study

This study of the role of mentoring in the career development of women administrators in higher education consists of four chapters followed by appendices and a bibliography. Chapter II is a review of the literature concerned with women's career development and mentoring, in both business and higher education. Chapter III contains both the summaries from the interviews with the nine women chief administrators and chief academic administrators and an analysis of the data collected from the interviews with the subjects, making comparisons with other studies of women administrators. Chapter IV provides summary, conclusions and recommendations.
Footnotes


3 Ibid., p. 11.


18 Ibid., pp. 315, 379.


Chapter Two
REVIEW OF RELATED LITERATURE

The purpose of this study is to determine the role of mentors in the career development of women leaders in higher education. The related literature for this study encompasses two distinct areas of research and provides the organization for this chapter. First, women's career development is examined in relation to current theories of career choice and to studies of career patterns in higher education. The role of networks in women's careers is also examined. Secondly, what is known about the mentoring relationship from research in the areas of adult life span development, professional socialization, and career development in business and industry and in higher education is explored. These studies provide the framework for the organization and analysis of data in the next chapter.

Career Development

Career development refers to the sequence of positions held before the present one and the factors influencing an individual's progression through those positions. The study of career development has focused upon issues of career choice and career patterns. The assumption has been made that there is something systematic about people's careers. But all of these studies have been based upon the male experience.
Career Choice

Among the major theories of career development are those which emphasize the dynamic, developmental, and psychological aspects of career choice. Ginzberg's approach focuses upon preadolescent and adolescent identification of preferences for future employment. The process of vocational choice is viewed as involving a specific set of tasks which a young person performs as part of the maturation process. Stimulated by Ginzberg's theory, Super considered the influence of later degrees of maturity upon career choice decision-making begun as an adolescent. The basic assumption of Super's theory is that the degree to which one's self concept can be implemented through one's career influences satisfaction and effectiveness in that career. Both personal self-knowledge and a choice among career options are required for the individual to make a satisfying choice.

Holland developed a series of personal orientations toward the world matched with a series of work environments. The degree of congruency between personal orientation and work environment influences satisfaction with the chosen career. Holland now suggests that his theory, based upon studies of men, is "...probably less useful for understanding the behavior of women."

Since the 1960's studies of women's career development have begun to explore the similarities and differences in the patterns of men and women. A number of studies suggest that social factors, especially marriage and children, "...though not the only important variables in women's career development, loom importantly in a way that is distinctive from the way they do for men." However, in her review of studies
of women's career development, Levitt reported that "...one of the outstanding features of studies concerned with background variables, and, in particular, parental socioeconomic status, and career orientation of women is the inconsistency of their results."6

There are, however, several studies of professional women who have chosen careers in male-dominated occupations which suggest a career choice and pattern similar to those of their male counterparts. Almquist and Angist studied career planning of college women who chose male-dominated occupations. Among their findings was a tendency for those women to be more influenced by academic and professional role models than were their counterparts who chose more traditionally-female careers.7 Diamond found that the differences in male and female occupational interest, observed at lower levels of the employment hierarchy, were nonexistent at the higher levels.8 And, Lemkau, in her review of the literature on women in occupations where men predominated, reported that these women appeared similar to their male counterparts in professional life style and role expectations.9

Career Patterns

Career patterns are occupationally specific. There are a limited number of studies of the career patterns of academic faculty and administrators. Early studies were exclusively concerned with the male experience; more recent studies have compared women with men.

Caplow and McGee mention women academics only twice in their study, as marginal members of the academic community.10 Bernard examined the reasons for that marginality. In addition to societal pressure, she
explored women's treatment as graduate students and as colleagues. The lack of access to academic channels of communication, to the mentors and the "old boys" network, was seen as a major factor in women's limited success as faculty members. In 1978 Cameron focused upon the impact of sponsorship and assistance in research during women's graduate education upon success in later academic career. Using Granovetter's concept of strong and weak ties in mentoring relationships, Cameron measured aspects of the mentor/protege relationship which existed during graduate programs (financial support, research and publication support, placement assistance and personal/emotional support) against the subject's future success as a faculty member (rate of publication, grants received, rate of collaboration and network involvement). The most significant finding was that financial support and publication support while a graduate student seems to have the most impact upon future success as a faculty member. In this way Cameron demonstrated that mentoring by faculty advisors of women graduate students seems to have an effect upon the woman faculty member's career as a faculty member, typically the first step to an administrative position in higher education.

In a study funded by the Kellogg Foundation, Kanter interviewed twenty-five college and university top administrators about their careers. Four career patterns could be identified from this limited sample. The most frequently followed route to academic administration is that of the faculty member who is promoted to department chair, dean, vice president, and then president. The technocrat career pattern is usually a dead-end one of middle management staff positions with little opportunity for promotion. A combination of line and staff
positions provide faculty credentials and technical expertise for the individual who aspires to top administrative positions. The fourth method is that of academic politics which defies patterning but requires the skills of salesmanship, negotiation, and mediation—capability for which neither technical nor faculty positions are seen as preparation.13

Cohen and March based their study of the American college president on data provided by previous studies and their own interviews with a panel of administrators from forty-two colleges and universities. The typical college president was fifty years of age, married (except when a member of a celibate religious order), male (unless president of a women's college), white (unless president of a traditionally black institution), and Protestant (unless president of a religious institution where the president was always of the same religious faith as the institution). The typical college president has a twenty to twenty-five year career of academic appointments. The standard promotional hierarchy for American academic administrators includes the professorate, department chair, dean, provost or vice president, then president. "The path of the presidency in American colleges combines selection and socialization to ensure that a person reaching a presidency will act in a predictably acceptable fashion."14 Few presidents ever served all of these positions at one institution. "American academic administrators and faculty move from one institution to another; and movement of academics from institution to institution is a significant feature through the career path to the presidency."15 In a more recent study of presidents of public and private colleges and universities where teacher education programs were located, Duea's findings reconfirmed those of Cohen and March.16
McGee surveyed women college and university presidents to determine professional characteristics and career patterns, and to compare this profile with that of men presidents developed by Cohen and March. Forty-five women were identified; thirty-five completed the mailed questionnaire; five agreed to an additional interview by telephone. The women represented both two- and four-year institutions; coeducational and women only. (Roman Catholic institutions were excluded.) The typical woman president is fifty years of age, currently or previously married and in her first presidency. She came to the institution as president, and had extensive prepresidential experience at other academic institutions. McGee found more similarities than differences between men and women presidents. The few dissimilarities were in degree and not in kind. She also found that 85% of her sample became president after 1970. These women felt that the pressures of the women's movement were an essential factor in allowing them to be considered as serious candidates for the president of an academic institution. 17

Vance, in her comparison of the personal background and career development of women in top-level administrative positions in institutions of higher education with those in corporate and industrial organizations, found similarities in personal background but differences in career ladders in business and academia. Vance identified 138 women in top level positions; 67 responded to her questionnaire. Whereas business women rose through the ranks in one corporation, Vance discovered that women in educational administration changed institutions as they rose in the ranks. The average educational executive was 50 years
of age, had an earned doctorate, held rank and tenure in a department, was a vice president at a four-year coeducational institution.\(^{18}\)

The decision to seek administration positions was made at different times for business and educational executives. In a 1970 study, Hennig reported a "moratorium" in the careers of businesswomen prior to moving into top management when they established personal relationships, developed their own style of management, and became more comfortable with their own success. Often this is the time executive women married. Women in educational administration, on the other hand, married while in graduate school, and combined family and teaching for many years while being promoted through the academic ranks. Their move into administration was the result of strong encouragement by those who recognized their abilities and potential.\(^{19}\)

Career patterns for academic deans have not been studied as assiduously as those of college presidents. J.W. Gould's survey of 260 deans in 1961 found that preparation for the dean of the college remains the traditional career pattern of faculty: 86% of the deans surveyed believed that experience as a professor was essential; 69% believed that experience as a department chair was desirable.\(^{20}\) Other studies have concentrated on roles and duties or on skills and traits rather than on career development considerations.\(^{21}\)

I think you'd have to select the man for dean from among the faculty so carefully that he already had the qualifications which exist in not more than one out of ten faculty members—on the average. Then you have to rely very largely on those qualities of maturity in the face of need and challenge to make him an effective dean. \(^{22}\)
A recent survey of a sample of the professors in Colleges of Arts and Sciences in all of the land-grant universities in the contiguous forty-eight states determined that both men and women aspire for administrative positions at approximately the same rate. Most faculty aspire for the position of dean of a college for the same three reasons. "They would like the challenge of the decision-making aspect of an administrative position; they felt they could ultimately help more people reach their educational goals; and they believed that they could be a more effective administrator than many they knew."  

A new area of the study of career development is the concept of mid-career change and the reassessment of career goals and aspirations at that point in one's life. The only study of mid-career change by academic faculty is that of Snyder, Howard, and Hammer which examined the factors which led tenured professors at one major university to seek the position of department chair. At this university this position was permanent and, by tradition, led into the university's administrative ranks.  

That preference for a new career will occur when the attractiveness of this career is greater than the attractiveness of the present one was the hypothesis of the study. Whereas those faculty who remained in rank were more concerned with autonomy, the need to exercise power and formal authority was determined to be the deciding factor for those faculty who did make the mid-career change. The job characteristics which the researchers identified as indications of this need for power and formal authority included directing the activities of others,
assuming responsibility for the work of others and creative problem solving. All the subjects in this study were male.  

Networks

Networking is a process of developing and using your contacts for information, advice, and moral support as one pursues a career. A network is a peer relationship that powerful and achieving individuals tend to form; it is by definition an elitist activity. Metha describes a network as a multidimensional triad operating at (1) the personal level of self-recognition and exploring one's own potential, (2) the interpersonal level of trusting friendships which promote collaborative growth and mutual goal satisfaction, and (3) at the intergroup level of political and support systems, both formal and informal.

Men have formed networks throughout history. Usually men are introduced to the "old boys" network by their mentors. But often women have formed their own network because they were excluded from the all-male clubs. Kleinman describes women's networks as recent and necessary vehicles for those individuals who are "pioneers;" the first women entering the formerly all-male professional ranks.

There is increased recognition that women can enhance themselves through networks, but there are several dangers. Since networking is based on favors, loyalties, and personal influence, it provides the environment for cover-up, and at the worst, mediocrity. Kingpins are formed, and kingmakers are revered. Networks exist to maintain power hierarchies, pyramid style. The system is still closed. Networks can close off healthy dissent, deviance and creativity.
All of these authors advocate nontraditional networks which allow for success of the individual woman and access to network by the next generation of women professionals.

Mentoring

The word "mentor" originated in Greek legend: Mentor was the tutor and advisor of Telemachus, the son of Odysseus. The influence of the mentor has been recognized in the lives of real and imaginary individuals throughout history: Merlin and Arthur; Freud and Jung; Boaz and Mead; Obi-Wan Kenobi and Luke Skywalker.

Research in the areas of life span development and the professional socialization of adults has examined mentoring as a part of the larger issues of adult growth and development. In the business world the role of the "godfather" has been seen as the most efficient means of preparing the next generation of corporate executives. The influence of mentors upon men's career advancement has long been recognized in business and industrial management but was thought not to exist in women's career development until recent studies discovered that women executives also could identify mentors and sponsors.

Building upon studies in the business world, researchers have now begun to explore the same concepts of mentoring and leadership development on college and university campuses. Initial studies have been limited to surveys, building demographic data on the existence of mentoring relationships.

This section of the review of related literature examines research in all of these areas: life span development, professional
socialization, and mentoring in business, industrial and academic institutions, with a special focus upon women's experiences with mentors.

Adult Life Span Development

R. Gould's research into adult life stages demonstrated that life beyond childhood continues to involve changes and crises. He surveyed non-patient responses to the type of personal problems discussed by patients in therapy and analyzed the results by age groups. His findings demonstrated a universality of issues at each stage of adult life. The transitions for one stage to another are often precipitated by personal crises; significant others can often assist an individual in coping with the growing pains of adult life. 30

Studying only men, Levinson examined the career timetable as part of the adult life stage process. He viewed the relationship with significant others or mentors as one which provided positive benefits to both the young protege and the more mature mentor. Finding a mentor is one of the four main tasks a young man faces during young adulthood. "Being a mentor with young adults is one of the most significant relationships available to a man in middle adulthood." 31 However, Levinson also found a negative aspect to those mentoring relationships which become intensely personal. When the protege is ready to move on, the ending of the relationship often ends with conflict and bad feelings on both sides.

Stevenson examined the developmental tasks common to individuals at each stage of adult life. Integrating personal values with career and socio-economic constraints is an important task for young adults
which can be facilitated by a mentor. Serving as a mentor is a positive role for the adult in "middlescence" whose developmental tasks include a greater responsibility for preparing the next generation of leaders.  

Although each author provides categories for the stages of adult life span development, timing of an individual's passage through the stages seems to be less important than the sequential occurrence of the issues and crises which force the individual to focus upon different aspects of adult life at each stage.

**Adult Socialization in Career and Professional Life**

Becker and Strauss examined the parallel stages of career development and life span development of individuals employed in a variety of organizations. Their thesis, that in order to examine career development one must study adult socialization and the role of significant others in the career of the individual, assumes that sponsorship occurs in one form or another in all areas of work.  

Dalton, Thompson and Price, working in the field of organizational behavior, have developed a four-stage career model which includes the central activities, primary relationships, and major psychological issues of each stage. Stage I, Apprenticeship, requires that individuals work upon direction of others as supervisors or mentors; Stage II, Craftsman, allows the individual to demonstrate his or her own competence and build a reputation as a technically competent individual within the organization; Stage III, Mentor, broadens the responsibility of the individual for the guidance and development of the next
generation of organizational or professional workers; and Stage IV, Organization Influencer, becomes a force in shaping the future of the organization from a most senior position within or a position of perceived authority without. Based upon their interviews with engineers, scientists, accountants, and other professionals, Dalton and Thompson determined that although many people may skip Stage I, they may also never reach Stage IV without a mentor.\(^{35}\)

In her study of women in the traditionally male professions, Epstein identified the protege system as a particular stumbling block to women's advancement. Professional men who would hire women as assistants did not view them as proteges to be sponsored in the same way that male assistants might be treated. The all-male club and "old boys" networks were also identified as factors which denied professional women access to informal information channels and professional contacts.\(^{36}\)

Included in their arguments that new student personnel workers should have mentors, Schmidt and Wolfe provide a definition of the role such a relationship plays in the socialization of the new professional. Among these roles are those of model of a successful professional, consultant/advisor on problems encountered by professionals in the particular environment, and sponsor or "door opener" to connections in the field that promote the professional development of the protege. Professional values and standards are also inculcated through the mentoring relationship. In return Schmidt and Wolfe delineate a number of rewards for the mentor: sense of vicarious accomplishment, ease in the transition to retirement, and a feeling of power within the
profession. Mirroring Epstein's concerns for women professionals, Schmidt and Wolfe argue that when women are left out of this relationship, the profession suffers as well as the individual women whose professional talents are not fully utilized. They also raise the issue of cross-gender mentoring as a potentially complex one which is avoided when the mentoring relationship is a single sex one.

Bolton posits that the potential sexual aspect of the male-female mentor relationship may keep many men from mentoring young women. This deprives young women of the source of guidance available from a mentor, limits professional contacts between men and women, and helps to maintain the disproportionately small number of women in leadership positions.

However, in the only research study of the influence of the gender of the mentor upon the relationship, Quinn discovered that the twenty professional women who were interviewed reported a pattern of development similar to that described by Levinson in his study of men. The major difference noted was the continuance of strong personal friendships between the woman and her former male mentor; fewer lasting friendships were reported by women with former female mentors.

Mentors in Business and Industry

Jennings, in his study of the evolution of corporate organizations and the career patterns of executives during the 1960's, identified sponsorship as a crucial variable in the progress of young men to corporate leadership positions. He found that senior executives valued high performance, trustworthiness, and loyalty in the subordinates they
chose to sponsor. Among the most prominent forms of this sponsoring or mentoring relationship Jennings found what he called the "winning couplet," a team of a senior and a junior executive who advanced through the corporate ranks together. Jennings' thesis was that corporate organization affected production of both profits and men and that one of the chief roles of corporate executives was to groom the next generation of leaders. 41

Zalesnik's review of leadership development in business and industry described the grooming of the industrial leaders as a socialization process within the corporate structure. Zalesnik advocates the mentoring relationship as the most efficient means of developing the next generation of administrators.

Mentors take risks with people. They bet initially on talent they perceived in younger people. Mentors also risk emotional involvement in working closely with their juniors. The risks do not always pay off, but the willingness to take them appears crucial in developing leaders. 42

Hennig and Jardim found a pattern similar to that defined by Jennings as the "winning couplet" influential in the careers of the 100 top women executives in the U.S. Each had a male boss who encouraged her to believe in her own abilities, acted as a buffer against threats from coworkers and clients, and insisted that the woman be promoted along with the boss until she was ready to "make it on her own." The "godfather" as defined by Hennig and Jardim, served as sponsor, buffer, and confidant. The women believed that their advancement was due in part to the mentor's faith in their abilities and to the mentor's willingness to accept the risks involved in promoting these women to
administrative positions. This sponsored "winning couplet," now considered that "classic" mentor relationship, was thought to be the only way women could advance in the corporate world until further research revealed a broader range of types of relationships in the career development of both men and women.

In 1977 Roche surveyed 1,250 chief executives in business and industry. Two-thirds of the respondents answered affirmatively to the question, "At any stage of your career have you had a relationship with a person who took a personal interest in your career and who guided or sponsored you?" Those executives who had mentors sought them during the first fifteen years of their careers. Those executives who reported having mentors in their career development also reported deriving more pleasure from their work, being less discontent with the organization, and changing positions or firms less often than did those executives who could not identify anyone who had guided, sponsored, or mentored them. The majority of the former proteges also reported friendly or close personal relationships with former mentors. Less than one percent of this population was female; all had at least one mentor.

In her award winning study of the individual in the corporate structure, Kanter identified three factors that influence the ability of women (and minorities) to rise in the traditionally male enclave of management. The larger the number of women in management positions, the less stereotypical roles these individual women are forced to play and the more interaction occurs among managers. The greater the opportunities for advancement, the harder these individuals will strive for advancement. And, the more decentralized the power structure, the
easier it is for women to achieve positions of power and become accustomed to exercising power. Part of the traditional exercise of power is the workings of the informal social networks which pervade large complex organizations and part of the networking is the role of the mentor or sponsor.46

Kanter defines a mentor as a "wise and trusted teacher" who assists one in skill development on the present job. A sponsor is "one who vouches for the suitability of a candidate for admission" to the administrative team.47 Kanter observed sponsors providing three very important functions for their proteges. Sponsors were in a position to fight for their proteges during administrative meetings; sponsors provided a short-cut to information, cutting "red tape" for their proteges; and sponsors provided "reflected power," or backing and visibility for their proteges in a large system. "If sponsors are important for the success of men in organizations, they seem absolutely essential for women."48

Building upon Gould's research on adult life stages and the four-stage career development model of Dalton, Thompson and Price, Phillips explored some of the factors that affected the mentoring relationship itself in her study of women business and industrial executives. Using a survey questionnaire distributed to a national sample of the top level women executives, Phillips gathered preliminary data on the careers of these women. Interviews were conducted with fifty women to provide in-depth information about their careers and the significant others who may have assisted them in their career development. From previous research Phillips assumed women could not identify
significant others in their career development. However, 61% of the 331 women managers and executives who participated in this study reported that one or more "career mentors" had assisted them. In addition, Phillips discovered a wide range of types of mentors and ways of assisting proteges. She developed the concept of career mentoring to describe the role played by others in the professional growth of the women executives and managers she studied. Phillips further refined the definition of career mentoring to distinguish between primary and secondary mentors. This distinction is based upon the perceptions of the protege, but in general those mentoring relationships which could be labelled "primary" to the career development of the protege occurred at critical junctures in the adult life stage development of the women during career stages I (Apprenticeship) or II (Craftsperson or Initial Contributor). Seventy-five percent of Phillips' subjects, now experiencing career stages III (Mentor) and IV (Policy Maker), had themselves served as mentors to others.49

The three critical variables which appear to be necessary for an effective mentoring relationship were timing of the relationship, appropriateness of the relationship, and type of assistance offered to the protege. Phillips states that if any one dimension is missing an extra burden is placed upon either the mentor or the protege to create an effective relationship. Since the purpose of the mentoring relationship is to improve the ability of the protege to advance in the corporate structure, building a relationship with a mentor that maximizes one's opportunities can be an important part of an individual's career planning strategy. Phillips provides guidelines for an effective
mentoring relationship which she based upon her study of the careers of women executives in business and industry. 50

Women in Higher Education Administration

In academic institutions early studies provided demographic data concerning women administrators. Fecher surveyed those women in public coeducational institutions who held administrative positions in the non-traditional areas. She identified 651 women; 482 responded to her questionnaire. These subjects tended to remain at the same institution, rather than seeking more rapid advancement elsewhere. They also were not being appointed to higher level positions and that they usually had little influence on institutional policy decisions. 51

Arter investigated the role of women in administrative positions in institutions which were members of the National Association of State University and Land Grant Colleges. A survey questionnaire was sent to all 118 member institutions. She found that 60% of the institutions did not have any women in top level positions of president, provost, chancellor, vice president or dean, except those in traditionally female areas such as library science, home economics and nursing. Over half of the institutions had not appointed a woman to a top level position in the five years prior to the study. The 101 women Arter identified were over 50 years of age, currently in positions of assistant dean or its equivalent, usually in personnel or academic program offices and nontenured unless she had an earned doctorate and had previously taught at the same institution. 52
Stevenson limited her study to the Big Ten Institutions and surveyed a population of 327 women, the entire population of full-time women administrators, still mainly in traditionally female areas and in middle management positions with limited influence. She found that these women recognized the importance of sponsorship to career advancement, but felt one of the factors that contributed to the lack of advancement of other women was "not being sponsored by those above them." They also felt women were not helping other women through the same kinds of networking and mentoring as were the men in similar positions. 53

Gasser surveyed women in both policy making and staff positions in coeducational, graduate degree-granting institutions to identify the barriers and constraints to women's advancement in higher education. Among the 450 respondents positive influences on their careers included parental support for career goals, encouragement from faculty, contact with active career women, and support from colleagues and supervisors. Negative factors included lack of mobility, lack of collegial support, and lack of opportunities. The majority of the women in upper level positions in 1975 had been promoted in the previous three years as a direct result (from their own perspective) of the pressures for affirmative action by universities and colleges. 54

Kanter and Wheatley questioned 400 women in academic administration about their career progress and examined the effects of sponsorship, networks, and peer support on their careers. "...Most sponsorship systems in most academic institutions at the moment are informal, subjective, and have to do with the personal whim or preference of the
Kanter and Wheatly discovered two systems of networks in academic lives of importance to administrators. The first was the national network of the professional association to which one's sponsor, advisor, or mentor introduces one. The other, equally important, is the institutional network through which one's peers keep an administrator informed. Most managers interviewed by Kanter and Wheatly felt that the real training for administration positions was that which occurred on the job interacting with their peers.

Moore and Sagaria surveyed women administrators in Pennsylvania's two-year and four-year colleges and universities to examine the effects of affirmative action programs on the career mobility and professional socialization of women in academic administration. Using Jennings' model, Moore and Sagaria defined sponsored mobility as the method by which "an individual's advancement to positions of significant power and authority is dependent upon a system of selection and guidance in which senior individuals superior in position and experience identify, educate and promote their juniors into positions as leaders and executives." The 89 respondents held positions ranging from senior official to assistant dean responsible for academic programs, student services, or auxiliary operations. This study also included single sex and religious institutions. Moore and Sagaria concluded from this study that nearly half of the women could identify a mentor in their career development, but that the majority of Pennsylvania women administrators still built their careers at one institution. Women's mobility, even when sponsored, appeared to be more limited than that of men.
In Vance's study of 138 women in academic administration, strong encouragement by those who recognized their abilities and potential was reported as the reason these women moved from faculty ranks to administrative positions.\(^{59}\)

McGee found that women presidents in her study considered the influence of a mentor and the contacts in one or more networks very significant factors in her career development. Each woman could also identify a role model and was comfortable with the perception of herself as a role model for others.\(^{60}\)

In each study reviewed sponsorship or mentoring was described as one of the factors in the success of the individual's career advancement. This study continues the examination of the phenomenon, concentrating upon the successful women administrators in higher education institutions. "Many women in higher education are qualified and ready to move into more influential positions."\(^{61}\) By investigating the career development of some women now in positions of educational leadership, the role of mentoring in academic institutions is explored, refining advancement, and revealing further areas for research.
Footnotes


3 Ibid., p. 12.


5 Osipow, Theories, p. 260.


8 Osipow, Theories, p. 258.


15 Ibid., p. 21.

17 M. McGee, "Women College and University Presidents: Their Personal and Professional Characteristics, Career Development Patterns, and Opinions about Their Roles" (Ed.D. Dissertation, Florida State University, 1979), pp. 135-140.


19 Ibid., p. 73.


25 Ibid., p. 233.


Ibid., p. 100.


38 Ibid., p. 49.


45 Ibid., p. 28.


50 Ibid., pp. 124-129.


58 Ibid., p. 11.


60 McGee, "Women College and University Presidents," p. 93.

Chapter Three
PRESENTATION AND ANALYSIS OF DATA

The fundamental question addressed in this study is the role of mentors and the mentoring system in the career development of women in top-level administrative positions in institutions of higher education. Surveys of women in academic administration presented in the previous chapter indicate that mentors may be influential in women's careers. However, the nature of that relationship has not been explored. To explore that relationship requires in-depth analysis of personal data gathered through interviews consisting of a series of open-ended questions. (See Appendix B.) These interviews allow an examination of factors of social interaction about which no hypotheses have yet been developed. The data that are collected are individual and qualitative. The ability to generalize from the findings is sacrificed for depth of information.¹

This chapter consists of two sections. The first presents a summary of each interview based on information provided to the researcher by each respondent. The framework for each summary is the format of the interview schedule. Since the order in which the interview questions were asked depended upon each woman's responses and her willingness to provide information of a personal nature, each summary is unique.

The second section analyzes the responses in terms of the eight research questions:
1. Is there a career development pattern that can be observed in the lives of women who are now chief administrators and chief academic officers in higher education institutions?

2. How significant do these women administrators feel mentors have been to their career development?

3. At what stages of their career development have mentors provided assistance?

4. What was the nature of that assistance?

5. What were the dynamics of the mentoring relationship?

6. Is the current definition of mentoring adequate to describe the relationship in higher education?

7. Do these women administrators now view mentoring of others as an important part of their social networking?

8. What suggestions do they offer to training programs in the preparation of administrators for higher education?

Comparisons are made to the findings of previous research studies cited in Chapter Two.

Summaries from the Interviews

The subjects for this study are nine women chief administrators and chief academic administrators (using uniform titles defined by CUPA) in four-year colleges and universities in the six state midwestern region of Illinois, Indiana, Ohio, Michigan, Minnesota and Wisconsin. These nine participants represent eight institutions and one state-wide system. Two of the institutions are private (independent) and the remaining were public. Three institutions grant only a baccalaureate degree; four grant masters degrees; and one is a major doctoral-granting institution. Four of the eight institutions have enrollments of fewer than two thousand students; seven of the eight
fewer than twelve thousand students; and one over fifty thousand stu-
dents.

The median age of the women administrators is 44 (range is 35-60). One woman is a member of a religious order; of the remaining eight only four had ever been married; only two had children. Eight of the nine had been in their present position for fewer than four years. All had an earned doctorate; only one had taught for fewer than ten years be-
fore being promoted to an administrative position.

All of the interviews were conducted in the woman's office during the summer of 1980. Most were one hour in duration. Each interview was recorded, but no transcript of that recording was made. The open-ended nature of the questions included in the interview schedule al-
lowed the researcher to follow the women's discourse, phrasing ques-
tions in her own vocabulary, and changing the order of questions to
suit her responses. The summaries are based upon the recordings and the notes of the researcher. All quoted material is an exact trans-
scription of that portion of the recording and is included to provide insight into the woman's perception of her own career. The identity of the individual woman and her institution is disguised to provide anonymity; the identifying initial used was chosen by the researcher.

Subject A

Subject A could identify five individuals who had taken a person-
al interest in her career and influenced her life. Her mother, a lib-
erated woman in the 1930's, presented a role model of a successful public figure with a family. Her father earned a doctorate during
her childhood, taught at both secondary and post-secondary institutions, and provided encouragement in her early career choice of an academic life. While still an undergraduate student attending a women's college she met two of her career mentors who were women in academic positions. The final influential person was president of a college where Subject A first held a position as dean and member of the administrative team.

Her future graduate advisor taught undergraduate courses in the area of specialization she later chose herself. With this woman a personal and professional friendship developed which remains now that the advisor is retired and in ill-health. As a graduate advisor this woman introduced Subject A to the professional contacts and networks of faculty specialists in her area. She was a "workaholic" who involved all of her advisees in the planning and implementation of conferences, symposia, and other activities from which they gained experience and contacts which are valuable still. This graduate adviser took seriously the task of training the next generation of subject specialists. In addition, this woman's particular project, an educational innovation at the time, provided expertise for Subject A which was useful in acquiring future employment even before she had completed her dissertation research.

Another mentor was the president of her undergraduate college who later hired her as a junior faculty member. While still in college Subject A served as president of the student association and met weekly with the college president whom she now views as a role model as an administrator. Subject A served as an interpreter between the
president and her fellow students. Subject A was sent by the president to represent the college at a meeting of women college student leaders and was recommended for several positions. Upon this foundation a professional relationship of respect developed. While this relationship was never close or personal in the same way as was that with her graduate advisor, Subject A considers her years of working with the college president as a quasi-internship in academic administration and believes her feelings about quality education and the role of the liberal arts college in American society originated in their relationship.

A fifth influence provided another quasi-apprenticeship experience. While Subject A does not share the values or goals of the president of this other small women's liberal arts college, she feels she learned a great deal about administrative team work, goal setting, and working through the traumas which occur during organizational change from her experience working with this woman. Her support and encouragement led Subject A to seek the position of academic dean which she now holds.

Subject A could not say with any assurance that she had served as a mentor to anyone; she did identify the role of assisting others with their career development as an important part of her current activities. Several of her former students have continued to work in the area of her academic specialty. She served as advisor and coach to younger teachers in several previous positions.

Since assuming administrative positions she "made a conscious effort" to encourage other women to advance, especially those in secretarial ranks. At one institution she created career ladders for office
staff members to acknowledge that secretaries perform other duties well. She feels her encouragement is responsible for several former subordinates now holding important positions in other institutions. In her present position she is trying to establish a rotating "assistant to the dean" position for faculty members to allow them the experience of academic administration and to increase faculty understanding of administrative issues.

From her own experiences, Subject A feels that, as a protege matures and mentors retire, then networks of peers developed through contacts made with assistance of the mentor become the critical component in one's career. Her experiences have all been at small institutions where one is hired for that network one brings to the institution, as this is often the source of assistance not available within the organization. The senior administrative staff can actually provide a pool of networks for the institution. In her current position she is a member of a women administrators network in her state and feels this is essential. She feels that when used equitably, networks are valuable and should be encouraged. She also believes that women should never seek the power to abuse their networks in the ways some men have in the past.

Subject B

Subject B knew as a child that she wanted to be a college professor. Her father graduated from college on the G.I. bill at that time. An early role model was a high school English teacher who demanded the best from her as a student and explored the options which could be available to a young girl if she applied herself to her career. Long
before the term "life planning" was coined this high school teacher provided that type of assistance to Subject B. Although the teacher-role model was never seen after high school, Subject B feels her influence. She describes herself as "single minded about where I wanted to go."

College faculty members helped her get fellowships for graduate school and encouraged her choice of an academic career. Graduate school co-advisors assisted in getting her faculty positions. She taught at several colleges before accepting the department chair at a small private university on a "trial basis."

Three individuals were identified as crucial to Subject B's decision to seek administrative positions, all three assisting her at the same time. After becoming department chair at a small university both the dean and the president asked her where she wanted her career to go and began to encourage and aid her as she identified her goals. The dean helped her in practical ways: revising her resume, nominating her for positions. The president would call her in to his office to discuss issues in higher education. The third person was a friend who helped her plan and prepare for the move into administration. This woman was teaching in another department. Their friendship developed as they team taught several courses and worked on conference programs together. This colleague felt Subject B should "do more than teach" and nominated her for positions, working with her to build her resume and to plan the next steps in her career. This relationship grew throughout the time the friend helped Subject B and continues to be a mutually supportive personal friend.
The President, who is the age of Subject B's own father, took an interest in B because she embodied the characteristics he felt a university president should have: intelligence, honesty, and a high sense of ethical behavior. He encouraged Subject B, offered her tips from his own experience and an opportunity to discuss the issues of higher education which are important to both of them. Although in distant cities now, Subject B still calls the president who is now semi-retired and she is now in a position to offer him support and assistance as well.

The dean, a black man, clashed with Subject B over institutional issues as soon as she was appointed department chair. From their often angry exchanges grew a mutual respect and understanding which Subject B feels developed because each was "authentic." This relationship was a mutual assistance pact from the beginning. The dean provided practical help on resume building and Subject B became a friend on the faculty when the dean needed support. This relationship is cordial but not close now for Subject B and the dean are often competing for the same position.

Subject B identifies herself as a feminist and considers promotion of women an important goal for herself as an administrator. She looks for bright, enthusiastic, caring, ambitious women; collects resumes; listens to their concerns; and nominates them for positions of educational leadership. Subject B feels women faculty and administrators have obligations to broaden the horizons of women students in more active ways than just being role models. "Young women need to learn about options...identify their strengths and weaknesses. Women need
to be encouraged, nurtured, and sustained." She does caution women that there is a myth of the "superadministrator" which is just as destructive as any other "super" myth.

Women need assistance from mentors, peers and proteges throughout their careers just as do men; and asking for help is a skill all administrators need to develop. Networks are important and women should work to keep networks from becoming closed, institutionalized structures that could be counterproductive to the inclusion of more women in positions of education administrators. For herself Subject B no longer needs the confidence building that her mentors provided in the past, but she sees a role for proteges she helps and peers in her various networks to play in bringing new ideas to focus and to encourage her to continued growth as a person and an administrator.

Subject C

Subject C planned her entire career for the next seventy years at the age of fifteen: becoming a college president was only one step toward her goal of being "a good teacher and to work in teaching people about peace and how to avoid war...." Her final career goal is to retire to a rural area which needs a parish minister but cannot afford to support one and serve these parishioners until she was 85 years old, at which time she will retire completely. Subject C considers all of the stages of her career as "opportunities to learn more.... To be wise" is very important to her. Education, in her view, is a means to achieve world peace.
After she decided to become a college president, she then patterned the steps in her career after those in the career of the president of her undergraduate college. She majored in the same subject area in college and in her master's program. She also planned to teach in a high school, to become a college faculty member, a department head, a dean, a college president, and then to retire to the missionary field as the president of her college was planning to do.

Subject C's career has followed this pattern. After receiving her M.A. she moved to the West Coast, taught first in a public kindergarten, then in a private high school while pursuing graduate study and rearing her family. When an opening occurred unexpectedly at a local college she applied for and was hired to teach there. She was appointed director of her area (equivalent to department chair at most colleges) and then dean. She answered an advertisement in MS. Magazine for the presidency of the institution which she now heads. Although not hired as president that year, the individual who was appointed president asked her to become his academic vice president which she did. When he left the presidency she applied for it and was appointed president.

Subject C is eight to ten years ahead of the schedule she mapped out for herself at age fifteen. She views her career development as too fast paced, even though she felt her graduate studies were slowed by lack of the type of advisement she needed. In terms of her administrative career, Subject C always knew exactly what she wanted to do and could name no mentors or sponsors. She could identify role models (the president of her undergraduate college) and supportive individuals
(spouse, parents, and professors) who allowed her to pursue her own
dreams. She also feels she served a tutorial in practical presidential
politics under the previous president of the institution.

Subject C feels responsible for assisting younger staff and facult-
y at her institution and for encouraging the careers of women within
the state system where she now works. Having women colleagues is very
important to her. Other women in positions of authority can provide
"reality testing" which is essential to those at the top. Recognizing
the barriers to women's full participation in the leadership of educa-
tion organizations, Subject C also suggested helping and supporting
"friendly men" who may be rejected by the "old boy networks" because
of their support of women.

Subject C takes a larger view of the problems faced by men and
women in positions of educational leadership. "My management philoso-
phy is--I must surround myself with the very best that is available,
and if the best isn't available you must go create it someplace. I've
got to have people that are better than I.

"One of my requirements....you have to know what your own weak-
nesses and strengths are, and I know what mine are; I'm going to lay
those out on the table the best I can and we are going to not let each
other's weaknesses destroy the institution or our working relationships.
And I find that "good competent men are just like good competent women
in having problems created by their superiority and not exactly knowing
how to overcome those problem ....

"....Superiority creates tensions...and most of the women that I
have encountered in my professional life (the women I network with) are
superior in their competencies, and have very few weaknesses that matter in the work that they have chosen to do. ...Superiority is a threat in institutionalized education... it's ironic because after all we're supposed to create superiority where it doesn't exist...

"People shrink from confrontation and conflict and that's not the way to build a better world... you've got to face it and the very act of facing difficulties seems to be the act of a superior person and creates additional tensions in institutionalized education."

Her advice on networking is simple: "befriend everywhere where you can be helpful to someone else and in return there is sure to be..." a reciprocity of assistance.

Subject D

In addition to the support and encouragement of her family, Subject D could name three professors in her academic career who had significant influence upon her. The first was a professor in college who encouraged her interest in her area of expertise and helped her find funding for graduate study. The other two were faculty at her graduate program who recruited her and initiated her into the roles of research scholar and teacher. One supervised her master's research and is now dean. The other who supervised her Ph.D. research, is a very formal person who continues to be Subject D's role model of a scholar, teacher and researcher. In her chosen area of subject expertise, the career path of teacher and researcher is the norm and time spent in administration is considered wasted. The former faculty advisors, who are
still alive, are now colleagues whom Subject D consults and who take
great pride in her research accomplishments.

Subject D began performing administrative duties before making a
decision to seek a career as an administrator. As a senior faculty
member under one dean, she took on more and more administrative respon-
sibilities. When a new dean was appointed, he asked her to assume as-
sistant duties half-time because he needed help in those areas of her
expertise. After two years of time split between two competing fields,
research and administration, Subject D chose administration.

Subject D chose administration for a number of reasons: she enjoys
planning, likes to move bureaucratic blocks, prefers fighting for
younger faculty members and feels at this point in her career she was
better suited to administration than to continued research. It was an
abrupt change for her and she was surprised that she enjoyed admini-
stration. She was nominated for her present position by a high ranking
official in the system in which she had risen in the ranks. This in-
dividual had previously held her present position and his opinions are
still highly respected there.

In describing her relationship with those people who had served
as mentors or sponsors for Subject D she thought that the high expecta-
tions these people held for her own performance—that they believed in
her abilities—was the most important ingredience in the initial rela-
tionship. Her mentors initiated her into the roles of teacher and re-
searcher, pushed her to publish and succeed, and continue to take
great pride in her accomplishments—even now that she has left the
ranks of researcher scholar for which they trained her. While remaining
formal relationships, she is still in contact with her mentors and sponsors.

In addition to these mentors, Subject D mentioned strong supportive peer relationships with women faculty members who are friends and colleagues on a personal level. These are the people she calls when making decisions about job changes.

In response to questions about persons whom she had assisted, Subject D mentioned her graduate students and younger faculty members. She felt assisting in the socialization process was an essential role of senior faculty member and had found the relationship becoming more personal and social as these younger persons matured. That she will be less involved with this aspect of faculty life is a regret she feels about leaving the role of faculty member for the role of administrator. "When you have a graduate student and take on somebody...they are yours for life."

Subject D found only one incident of overt sexism in her career: the promotion committee of one institution denied her request for promotion because she was pregnant then. Women faculty members supported her and had the decision overturned. The few women on the faculty were friends and supported each other whenever the need arose for this type of support.

She has found no difficulties in cross-gender mentoring. She feels the relationship is precious, extremely important, but shaped by personalities of people involved; this cannot be set up artificially. The real issue is to get women to go into these areas. Competent people, both men and women, need to be supported in their efforts to become
educational leaders. Subject D still sees too few women preparing for positions in educational administration--too few women acquiring a solid academic background and building a track record of success in their faculty careers.

Subject E

Subject E was denied the opportunity for a career in law because of her age and her sex. The decision to become a faculty member was one she drifted into, as other choices were closed to her. Teaching was one career open to women at that time; strong role models among family and friends were women teachers. She chose her doctoral program in order to study under a distinguished woman faculty member. This woman's network of former advisees was useful in obtaining faculty positions for Subject E. Within the restrictions of career choice Subject E feels she advanced at a good rate for her. She was active in campus governance, respected by her colleagues, and promoted to a high position within the state system by a former chancellor with a commitment to affirmative action.

Subject E could name no mentors in her own career; she could identify role models and sponsors in her academic programs. Subject E is careful to separate her professional life from her personal life and limits her friends to those people with whom she feels comfortable. She has strong collegial relationships among men and women faculty and administrators in the state system and in her area of academic expertise. Her major concern in accepting her current position was one of
office politics rather than the process of making the decision to accept. Subject E rarely consults anyone when making personal decisions.

Subject E did name several subordinates whom she had mentored because these individuals displayed specific characteristics which made them valuable extensions of her own activities. They were the people in the position to replace her when she left each position. The characteristics her proteges exhibited included initiative, willingness to express ideas and carry out new programs, being careful listeners, and the ability to understand the dynamics of a meeting—which Subject E calls "field sensitivity." These few individuals have moved on to other positions and they now continue to be friends. "These people were good learners, could have learned from anyone but learned faster working with me because of the chemistry of the relationship."

As Subject E is soon to be moving to another position in another system she did not feel she would be mentoring others directly, but feels a strong commitment to provide an atmosphere which would support the mentoring of younger staff by her own staff. This would include opening meetings for their attendance, allowing them to travel with her staff, etc.

In terms of her own career she depends upon her colleagues for support, encouragement and career assistance. Subject E feels mentoring can open doors, but identifying the right individuals to mentor is difficult. She also feels that mentoring is a personal relationship which cannot be structured. Networks on the other hand can and should be structured to open doors for all qualified individuals. They are
critical factors in the success of educational leaders. Women can and should belong to both "old boys" and "old girls" networks.

Subject F

Subject F feels very fortunate to have several female role models and mentors who have assisted her with her career. One of her college professors was a leading scholar who also became an advisor in her Ph.D. program. This woman, now deceased, was the "lady scholar of the old school," a meek, mild woman who embodied the ideal of quality in academic work by which Subject F judges others to this day. Subject F was a good student, one of the few undergraduate women interested in research, and her advisor helped her to plan her career and make career decisions. Subject F took the advice of this woman seriously.

Subject F was the first in her family to attend college and then pursue graduate studies. She taught in an adjunct capacity while enrolled in her doctoral studies. She held one administrative position before her present appointment as vice president for academic affairs. Subject F chose college teaching rather than international law as a career because of her experiences at her undergraduate woman's college showed her successful women professors and administrators, whereas the foreign service and law showed her only roadblocks and discriminatory practices.

The President of Subject F's undergraduate institution became the president of the graduate school where Subject F pursued her doctorate. She was the role model of a successful woman administrator. She had served on a national advisory commission during Franklin Delano
Roosevelt's administration and was the first woman president of a prestigious scientific association. Subject F characterized her as the "feisty type" who was looking for effective competent women to promote into administrative positions. At a chance luncheon Subject F impressed this woman who sponsored her for her first administrative position. An outspoken woman herself, Subject F felt "adopted" for her potential and challenged to succeed as director of a new experimental unit in the university system. Soon after Subject F's appointment the President retired and Subject F has lost all direct contact with her.

The Dean (who was herself a protege of this president) to whom Subject F reported in her first administrative position is still a close personal friend who supplied the daily advice on practical administrative problems that Subject F needed at that time. Subject F has adopted this woman's style of leadership and still considers her the one person with whom to discuss her career moves. The concept of administration which Subject F adopted from this dean is one of hiring the best people available and letting them run with no interference unless serious problems arise. Subject F feels that she was able to impress this dean because of her intelligence, success on the job, the good people she recommended hiring, and how fast she learned from the dean's example and tutoring. The dean helped her to smooth her own rough edges and to consider the negative aspects of an administrative position as essential parts of the job to be enjoyed or at least tolerated along with the good positive aspects.

The only male mentor for Subject F is the person who hired her for her present position and is considering her for a promotion within the
system. Subject F met this administrator when he was part of the team evaluating the program she previously directed. Later she visited his programs but that was the last contact she had for several years until he asked her to apply for positions he then had open. This person has consciously set out to provide training opportunities for Subject F to help her grow as an administrator. She respects his willingness to offer positions to women and assist them in upgrading their skills. That the state system has more women in positions of educational leadership than any other in the country is due in part to this individual's willingness to seek out and promote women.

Subject F takes great pride in the staff from her previous position who have moved to better positions with her assistance. These are all people she hired who are "fighters." They have a positive self concept, show initiative and "guts," are intelligent, can understand the political realities of an educational organization, and are willing to stretch themselves to perform a better job. Subject F is not lazy or indecisive herself and will not hire or promote those who are.

Subject F feels that being a role model and mentor for others (both men and woman) is a major responsibility of the women who now hold administrative positions. But she also feels one cannot provide assistance indiscriminately. One must know the strengths and weaknesses of another woman before the assistance can be genuine and valuable. Subject F believes administration is an "honorable profession;" those who want to do it should and women who demonstrate ability to deal with the complexity and the tough problems should be promoted to administrative positions. "Administration in universities can be much more
creative than anybody...on the faculty ever gives it credit for. I think we can have positive impacts on what the institution does and is...and I like seeing that happen....The rewards are small...but I like to see change...that is most satisfying...."

Judging by her own career and those of other men and women she knows in administrative positions, career patterns in academic administration seem serendipitous to Subject F. She does not feel that one can actually plan a career in academic administration, but one should do a good job at each stage as this will be recognized and rewarded. Networks are important—all kinds of networks. One needs to know people well to be able to work effectively. This is how one gets to know men and women who have the talents to become administrators and move into senior positions.

Subject G

Subject G feels all other decisions in her career flow from the choice of an elite academic institution for her undergraduate education. The peer pressure for women to become professionals existed on that campus when it did not exist on others. The opportunities for direct study with senior research professors led Subject G to her initial protege role. She became a research assistant to a senior professor not only because she could type, but also because she was bright and well organized. He in turn taught her how to do research and instilled the academic values in her life. This first professor to sponsor her was disappointed that she married and did not go to the graduate school to which she was accepted as a result of sponsorship. She no longer sees him.
Instead she became an assistant, then a student, and a protege to three other professors on a large funded-research project which provided her dissertation research, opportunities to consult, travel, speak, and publish before she completed her dissertation. In his own way, each of these three men taught her how to become a research scholar and author. They recognized her potential and taught her how to survive in academia. As part of her training for the professorship they sent her speaking and consulting throughout the country and encouraged her writing, coauthoring articles and monographs with her. They defended her and encouraged her creativity. With two of the three she is now a friend and colleague; with the other the relationship no longer exists. This cold, intellectual person seems unable to have colleagues. The mutual respect which existed as long as she remained his student has not survived and the joint project they began then has never been completed.

After finishing her degree the two mentors and friends helped her find a position at another institution where she became department chair and was promoted by the Vice President to Dean of the College of Arts and Sciences. The Vice President and a colleague in another area at this institution became her administrative mentors who pushed her to excel in this new position. The Vice President saw her as a possible successor in his position. To him the characteristics which were most important were her values, principles, articulateness, organizational abilities, and academic excellence. He helped her to grow and develop the administrative skills and decision making techniques. He helped her to deal with the loneliness of power. The colleague in another
academic area gave her a crash course in human relations and remains the friend with whom she discusses personnel problems.

She enjoyed the administrative work and felt she was growing as a person in response to the challenges of the position. She was considering an out-of-state move for personal reasons when the Vice President resigned so she never applied for that position. She applied instead for several vice presidencies which were denied to her (she later learned) because she was a woman. These experiences and the support of the vice president and her faculty colleague helped her decide to seek a college presidency. The Vice President took a fatherly interest in her career, helped her in her search for a presidency, and is proud of her accomplishments.

Subject G has also served as a role model and mentor to young men and women who were graduate students of hers. She is proud of their successes and remains in touch with many of them. She sees this as an important role for women faculty and administrators.

Subject G feels being a woman has slowed her career. She remained a faculty member longer than a man might have before her potential as an administrator was recognized and she was promoted. She also feels her socialization into the sex roles of marriage retarded her career. She feels she gave too many precious hours to "doing womanly things--being a wife," and that men in the same position in an academic institution did not and do not have those responsibilities to balance with their other roles.

The men who chose to mentor Subject G were all a great deal older than she and took a fatherly interest in her and her career. Each one
taught her something she needed at that time in her own career. Subject G considers herself very lucky to have been able to find appropriate mentors when she needed them.

Subject H

Subject H points first to her mother, a feminist who fought for the vote and married late in her life, as the foremost role model in her own career. Her mother sent her to a private high school with a headmistress of the same persuasion and to a private college that encouraged good students of both sexes to succeed. If the foreign service of the 1950's had been less sexist she might have made that her career and not returned to higher education.

The foreign service sent Subject H to graduate school for advanced training. While there she decided to resign and pursue graduate study toward the doctorate. Subject H describes her career as drifting from one position to another, usually for reasons other than professional development. She taught for five years before being hired as an associate dean at a private liberal arts college. The one individual whom she identified as a role model and sponsor was the dean at this college. She was able to observe this dean during the year he supervised her work and he assisted her in finding other administrative positions when her associate dean position was cut from the budget by a new president. Subject H describes this dean as a strong, first-class administrator of the executive vice president type whose opinions on academic matters she still solicits. Since the institution where Subject H is now dean is a member of the same consortium of small private liberal
arts institutions as that where she was associate dean she maintains a peer relationship with the dean and feels he values her abilities as highly as she does his.

The one area in which Subject H would fault the performance of this dean is in the lack of guidance and protection in faculty political battles into which she was thrown as a new associate dean. She has consciously set about in working with her own assistants and associates to compensate for this. At another institution where she was previously employed, Subject H provided opportunities for two faculty members to build administrative skills and advise them on problems of faculty governance. Both of these people responded to her tutoring and remain friends whom she would be willing to recommend for positions of increased responsibility in the future.

In her current position she has appointed a faculty member as her associate dean with the clear understanding of the responsibilities and limits of the position. She feels that this person can succeed at the tasks she has assigned to him and will be ready in three to five years to decide whether to seek other administrative posts or to return to full-time faculty position.

Subject H feels administrators have a responsibility to younger faculty members to make clear the institution's policies, procedures, and expectations. Anyone seeking positions in academic administration should have a background of faculty and be able to explain to these young people the "rules of the game" and the "tactics for success." For a few lucky ones a mentor will provide these services; for the rest other channels of communication with academic administrators are essential.
Role models and networks, formal and informal, are essential for administrators, according to Subject H. As a single woman Subject H feels finding new confidants is the hardest aspect of moving from place to place. She has a few friends with whom she can speak freely and they form a personal network for her. But the larger networks of men and women administrators, particularly those at the private liberal arts colleges, are an important part of the background an educational leader brings to an institution.

Subject I

Subject I joined a religious order in the mid 1950's. Since that time she has held positions at only one college, the institution where she is currently president. All career moves were suggested to her by the religious order. The religious order also sent her to graduate school for her Ph.D. When she became President of the college it was controlled by the order and no one applied for positions of leadership. The college is now independent and includes a more heterogeneous faculty, staff and student body.

Subject I held positions on the faculty and in the administration of the college before being promoted to President. In her first administrative position she had worked for a dean (whom the order had promoted) who hated administration, but who remained in the position because she felt she should. Subject I herself enjoys the responsibilities of administration; and although she could name no mentor she speculated that the qualities in her personality that led the order to promote her were those she feels all educational administrators should
possess: articulateness, flexibility in working with others, tolerance of the opinions of others, poise, courage of one's convictions, and suitable academic background.

Subject I looks for those characteristics in younger staff and faculty whom she assists. Those who also show the characteristics of creativity, reliability and steadfastness receive the most attention and encouragement. Relationships with younger people which begin as professional ones usually become on-going social relationships after the person has moved on to other institutions and positions.

Subject I views networks as extensions of the mentoring relationship. People whom she knows through a network become friends whom she encourages and promotes. Young women who aspire for educational leadership in the future should have a vitality equal to the demands of the position, optimism in the face of the daily crises, a strong sense of self, and keen political savvy.

Subject I who is nearing retirement, was recently promoted to Chancellor of her institution, a new position created for her by the institution.

Research Questions

In the previous section each woman's responses to the questions in the interview schedule were presented in case-study format. These summaries are brief highlights of the responses provided by each subject. In-depth analysis of all the data gathered through the interviews is presented in this section by the topic of each of the research questions.
1. Career Development Patterns

Career development refers to the sequence of positions held before the present one and the factors influencing an individual's progress through those positions. An assumption is made that there is something systematic about people's careers. Development connotes growth both in terms of the titles and responsibilities of each position held in sequence and in terms of personal satisfaction with one's career in academic institutions. Studies have focused upon two aspects of career development: career choice and career patterns.

Career Choice

Studies of women in managerial and administrative positions have determined that similarities exist between the career choices of men and women. The major theories of career choice focus on the initial adolescent choice which is then influenced by personal and societal factors as the individual matures. In this study the subjects made early decisions to seek a career. Four of the nine women made an early choice of teaching in college. One of these women knew at age 15 that she would also become a college president. Table 1 presents the earliest choice of a career mentioned by each respondent.

Career Pattern

A typical pattern for men who become top-level administrators in higher education institutions has been recognized as a terminal degree and a solid background as a faculty member in a discipline, chairperson of a department, dean or provost, and then vice president or
Table 1
Early Career Choice

<table>
<thead>
<tr>
<th>Subject</th>
<th>First Career Choice Mentioned</th>
<th>Approximate Age</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>college teaching</td>
<td>10</td>
</tr>
<tr>
<td>B</td>
<td>college teaching</td>
<td>12</td>
</tr>
<tr>
<td>C</td>
<td>college teaching/presidency</td>
<td>15*</td>
</tr>
<tr>
<td>D</td>
<td>veterinarian</td>
<td>12</td>
</tr>
<tr>
<td>E</td>
<td>lawyer</td>
<td>18</td>
</tr>
<tr>
<td>F</td>
<td>college teaching</td>
<td>18</td>
</tr>
<tr>
<td>G</td>
<td>to have a career</td>
<td>16</td>
</tr>
<tr>
<td>H</td>
<td>foreign service</td>
<td>20</td>
</tr>
<tr>
<td>I</td>
<td>none indicated</td>
<td>--</td>
</tr>
</tbody>
</table>

* Subject remembered exact age.

president. Recognizing that not all men's careers fit this pattern and that the majority of male faculty members remain in faculty ranks throughout their careers, this pattern has been widely accepted as the norm. "It is the end of a natural chain of promotion within an academic organization.""^{4}

All nine of the subjects in this study had an earned doctorate and had been a member of the faculty in her discipline for from four to twenty years before becoming an administration. (See Table 2.) Only one, the woman who had planned her career at age 15, followed the model of the typical career pattern exactly. For the rest, one or more positions were skipped; and seven of the nine had no idea of becoming
Table 2

Career Patterns

<table>
<thead>
<tr>
<th>Subject</th>
<th>Year Earned Ph.D.</th>
<th>Years as Faculty Member</th>
<th>Years as Chair/Director</th>
<th>Years as Dean/Assistant Dean</th>
<th>Years as Provost/Vice President</th>
<th>Years as President</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>1967</td>
<td>1956-74</td>
<td>1974-78</td>
<td>1979*</td>
<td></td>
<td></td>
</tr>
<tr>
<td>D</td>
<td>1962</td>
<td>1962-77</td>
<td>1977-79</td>
<td>1979*</td>
<td></td>
<td></td>
</tr>
<tr>
<td>F</td>
<td>1973</td>
<td>1968-72</td>
<td>1972-78</td>
<td>1978*</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I</td>
<td>1963</td>
<td>1960-64</td>
<td>1960-64</td>
<td>1955-58</td>
<td></td>
<td>1964*</td>
</tr>
</tbody>
</table>

* Present Position, Summer 1980.
an administrator before the opportunity was offered to them or the possibility of seeking such a position was explored with them.

The woman whose life was governed by a religious order could identify no plan to her career. She had allowed others to place her in positions of leadership. Two of the women administrators described their careers in terms of "drifting" into education as other fields were closed to them or "drifting" from one position to another for extraneous reasons, not feeling she had control over her professional development. Another woman felt her career had progressed too "indirectly" to be described as having a pattern.

Two women who could describe a pattern over which they had exercised some control, felt that the "pace" of their development had been the best for them. Two other women felt their careers had progressed too slowly and identified attitudes toward woman and sex roles inculcated in themselves as the reasons for that slow pace. And the woman who planned her career at age 15 felt that the women's movement had accelerated her career and that she was now "ahead of schedule."

In the early 1970's Arter found that women administrators in land-grant and state universities tended to build their careers at one institution and that their careers moved at a slower pace than those of men because they did not move to seek advancement.\(^5\) These women were in middle management positions of "assistant dean" or "assistant to..." Cohen and March identified a trend toward external appointments of men as chief administrators and chief academic administrators.\(^6\) In a study of sponsored mobility, Moore and Sagaria surveyed women in Pennsylvania colleges and universities who held academic positions of dean to
determine how long they had held their current positions and whether they were promoted from within or appointed from another institution. The majority of these women had been promoted from within the institution, but they stated that they were willing to move for a promotion to top level management. McGee found that 65.7% of the women presidents had come to the institution as president and had held no other position at that institution.

Only two of the women chief administrators and chief academic administrators in this study were promoted from within. One woman was a member of a religious order whose entire work history was at that same institution; the other came to the institution as vice president and was then promoted to president. Six of the remaining seven moved from another state to accept their present position. Two of the six brought husbands with them; one of the six brought a family with school age children. The subjects themselves suggested that women are finally willing to move in order to advance and that their families now support such moves. Table 3 represents that increased mobility of the women administrators in this study.

2. Significance of Mentors to Career Development

Roche and Phillips both reported more than 60% of their subjects could identify at least one significant person who "took a personal interest in (their) career..." Eighty two and eight-tenths percent of the women presidents queried by McGee indicated that a mentor was significant or very significant to their career development. In this study, only one woman, a member of a religious order, could not name a
significant person in her career. Two of the women categorized these others as role models or guides rather than mentors. The other six could identify at least one person whom they defined as a mentor who had had a significant influence upon their careers.

What might have been different in the careers of the six who had identified someone as a mentor if this relationship had not existed is impossible to determine. Four of the six subjects felt faculty advisors in their graduate studies were significant factors in their socialization, job placement, and/or success as a faculty member. None of them doubted that they would have become faculty members without such help, but all felt that having someone who believed in them, expected
excellence, encouraged them at that time was an important factor in their career as a faculty member. One woman lamented the time she spent searching for a direction for her graduate studies because no mentor was there to advise her.

All six of the subjects who identified mentors identified a person who influenced their move into administration. Four of the six would not have sought such positions without the insistence or encouragement of others. And the two who knew they wanted administrative appointments could point to a sponsor or godparent who provided assistance in that move from faculty ranks to administration after they themselves had announced their desire for such a move.

Phillips developed the concept of career mentoring to distinguish those who assisted the protege in professional advancement from personal friends and associates. She further refined the definition to distinguish between primary and secondary mentors in terms of the protege's perception of the assistance provided by the mentor. Primary mentors are defined as "significant other(s) present at critical point(s) of the protege's life who engage in activities that assist the protege to define and/or reach his or her life goals." Secondary mentors are those persons whose influence is viewed by the protege to have been less crucial to the career development of the protege. (See Table 4.)

Of the thirty-four individuals mentioned in this study, eighteen were primary mentors and fourteen secondary. Although one might expect more secondary mentors in the careers of these women, two possible explanations can be offered for this disparity. The organization of the
Table 4  
Career Mentors Mentioned by Subjects

<table>
<thead>
<tr>
<th></th>
<th>Primary*</th>
<th></th>
<th>Secondary**</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Male</td>
<td>Female</td>
<td>Male</td>
<td>Female</td>
</tr>
<tr>
<td>A</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>B</td>
<td>2</td>
<td>1</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>C</td>
<td>3</td>
<td></td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>D</td>
<td>3</td>
<td></td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>E</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>F</td>
<td>1</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>G</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>H</td>
<td></td>
<td></td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>I</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Totals</td>
<td>12</td>
<td>6</td>
<td>9</td>
<td>7</td>
</tr>
</tbody>
</table>

* Primary mentors are those persons who engage in activities that assist the protege to define and/or reach his/her life goals at critical points in the protege's life.

** Secondary mentors are those persons whose influence is viewed by the protege to have been less crucial to the career development of the protege.
study and orientation of the questions may have biased the reports in favor of those whose role in each woman's career was of primary importance. Those individuals whose influence was primary to an individual's career development are also those who will be remembered by their proteges. Since this study relies upon self reporting, errors due to the selective nature of memory and the bias of the interview schedule are both possible explanations.

Thirteen women were among the thirty four individuals named as significant others in the careers of the subjects of this study. Six of these women were considered primary mentors by their proteges. Two of these women were mentors to subjects in undergraduate women's colleges. Three of the six were graduate school advisors; and the other three were of assistance to the subjects as they sought positions in academic administration. That so many women served as mentors appears to contradict the platitude that women do not help other women.

Levinson described the mentoring relationship among men in business and industry as limited, with a definite ending, often with conflict between the former mentor and protege. Phillips' subjects, successful women business executives, viewed the parting of the mentor and protege as inevitable. Some of her women subjects reported a peer relationship developing, but always after a disillusioning break had occurred.

Quinn, however, demonstrated lasting personal friendships between former mentors and proteges in her study of women in human services professions. In this study, continuing relationships that became friendships were viewed as valuable. Career assistance, now mutual,
was also reported as part of the friendship. Contrary to Quinn's findings, the gender of the mentor does not appear to hamper the continuation of the relationships for the small sample in this study. Strong friendships are reported with both male and female former mentors. (See Table 5.)

The differences in career patterns in business and industry and those in social service agencies and higher education may account for these differences in continuing relationships. Careers in business and industry are often made within a single corporation. Continued close working relationships with former mentors may strain the relationship. In educational organizations, where career mobility is the norm, distance may allow for an ease in the transition from a mentor-protege relationship to a peer relationship. Several subjects commented on the importance of these on-going relationships which grew into peer relationships as they moved on to other positions at other institutions. One subject regretted that former mentors cut her off when she attempted to make the transition to a peer, but she sees this as the mentor's inability to make the transition, not a failing in herself. This distance can also allow the mentor-protege relationship to continue. One subject still refers personal career decisions to her mentor in another state. Table 5 indicates the number of years each subject has maintained a relationship with each individual whom the subject described as a primary mentor.

None of the other subjects reported problems caused by the gender of their mentor although Bolton and Schmidt and Wolfe see the potential for gender-related problems as a barrier to women's success. Only
Table 5
Length (in years) of Relationship with Primary Mentors

<table>
<thead>
<tr>
<th>Subject</th>
<th>Male Mentors</th>
<th>Female Mentors</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td></td>
<td>20 + years</td>
</tr>
<tr>
<td>B</td>
<td>10 years</td>
<td>20 + years</td>
</tr>
<tr>
<td></td>
<td>12 + years</td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>4 years</td>
<td></td>
</tr>
<tr>
<td>D</td>
<td>20 + years</td>
<td>20 + years</td>
</tr>
<tr>
<td>E</td>
<td></td>
<td></td>
</tr>
<tr>
<td>F</td>
<td>5 + years</td>
<td>10 ++ years</td>
</tr>
<tr>
<td></td>
<td></td>
<td>10 years</td>
</tr>
<tr>
<td>G</td>
<td>1 year</td>
<td>8 + years</td>
</tr>
<tr>
<td></td>
<td>10 years</td>
<td></td>
</tr>
<tr>
<td></td>
<td>20 + years</td>
<td></td>
</tr>
<tr>
<td></td>
<td>20 + years</td>
<td></td>
</tr>
<tr>
<td></td>
<td>6 + years</td>
<td>6 + years</td>
</tr>
<tr>
<td>H</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

+ continuing relationship reported
++ former mentor deceased
one subject dealt with the problem of cross-gender mentoring, and that was to deny its existence. For her the relationship of mutual respect, recognizing the intelligence, abilities, and willingness to do the hard work required in academic research, left no room for problems of sexuality. Several of the women described those mentors who assisted them with their career change to administration as colleagues closer to their own age with whom a working peer relationship existed before the offer of assistance was made. The others reported professional relationships with both the male and female mentors. Often a close personal friendship evolved after the woman completed graduate studies. Two of the women described their mentors as fatherly older men whom Levinson would describe as parenting their proteges.16

Another measure of the significance of mentoring in studies of executives in business and industry is the difference in length of time elapsed before reaching career goals and in attitude toward the company and life in general expressed by those individuals who had mentors and those who did not.17 From this small sample it is not possible to make such a distinction. Table 6 demonstrates that the four subjects who did not have primary mentors moved into administration as quickly as those reporting assistance from primary mentors.

When asked about the "pace" of their careers and about any stumbling blocks they might have experienced, the subjects cited the role of women in society and the effect of the women's movement on the advancement possibilities rather than the presence or absence of mentors. One subject reported that she spent too much of her life "doing womanly things" and her career pace was slowed because of that. Others felt they moved
Table 6
Pace of Career Advancement

<table>
<thead>
<tr>
<th>Subject</th>
<th>Years lapsed between earning Ph.D. to reaching present position</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mentors Reported</td>
</tr>
<tr>
<td>A</td>
<td>12</td>
</tr>
<tr>
<td>B</td>
<td>11</td>
</tr>
<tr>
<td>C</td>
<td>10</td>
</tr>
<tr>
<td>D</td>
<td>18</td>
</tr>
<tr>
<td>E</td>
<td>9</td>
</tr>
<tr>
<td>F</td>
<td>5</td>
</tr>
<tr>
<td>G</td>
<td>16</td>
</tr>
<tr>
<td>H</td>
<td>8</td>
</tr>
<tr>
<td>I</td>
<td>1</td>
</tr>
</tbody>
</table>

more rapidly than they had expected as opportunities for women in higher education administration improved.

The women who had mentors felt challenged to excel; those who did not have mentors appear to have gained a similar drive elsewhere. All nine women report serving as mentors to others and view that activity as an important part of their professional life. It is beyond the scope of this study to assess the attitudes of the subjects toward life in general or toward their places of employment. It can be stated that
with or without mentors some men and women have become academic adminis-
trators. More research is needed on this question.

3. Stages in Career Development

Dalton, Thompson and Price identified the roles of mentors and proteges which correspond to each stage of the career development mo-
del. In Stage I, Apprentice, individuals are the novices, the learners and, as proteges, carry out the wishes of their supervisor-mentor. In Stage II, Craftsperson, proteges become individual contributors and more competent in their own rights. Some become crucial subordinates while others move away from their mentor's control. In Stage III, Mentor, the former proteges become mentors themselves and take on the task of grooming more junior individuals in addition to other manage-
ment duties. Finally, in Stage IV, Organization Influencer, individu-
als move from being mentors to concentrating on corporate policy and determining the future of their organization.18

With a minimum of redefinition, this model, which was developed from a study of the corporate world, can be used in academic organiza-
tions. (See Figure 1.) For most academics Stage I is the graduate school experience which occurs before seeking initial employment as a member of a faculty. At this stage the individual student has an ad-
visor who may or may not serve the function of a mentor. Cameron dem-
onstrated a significant relationship between the support provided by faculty advisors and the future success of the graduate student as a faculty member. The areas of support for the student which Cameron measured were finances (help with fellowships and part-time employment),
Figure 1

Stages in the Career Development of Academic Administrators

Stage I
Graduate Student/Protege

Stage II
Junior Faculty Member

Stage III & IV
Senior Faculty/Mentor

Stage 2
Initial administrative experience

Stage 1
Exploration of Mid-Career Change as Protege

Stage 3
Senior Administrator/Mentor
job placement assistance, training in research, methods and personal support and encouragement. These same areas were mentioned by six of the subjects of this study as an important part of their socialization as faculty members and as support from their faculty advisor which they continue to value. One subject recognized that this was lacking in her own experience; the other two did not mention the presence or absence of such support.

The Craftsperson of Stage II can be redefined as the faculty member who is an "individual contributor." This phase can include election or appointment as the department chair, at institutions where one is still in a peer relationship and this position rotates among senior faculty. At this stage the "classic" mentor-protege team which Hennig and Jardim describes appears more applicable to the business world than it does to academe, however one subject did describe her working relationship as director of an academic program with the dean to whom she reported in this classic form. Since the dean resigned from that position after a few years, this was a short-lived team, but the subject reported that the dean still serves the advising role of a mentor for her. For the rest of the subjects their faculty experiences were times of independence, moving "away from their mentor's control." In fact, whether they became department chair or remained a member of a faculty moving through the ranks and gaining tenure, they began to enter Stage III as they took on graduate students and began helping more junior faculty. The five women who had been faculty members for more than 10 years also described taking on Stage IV responsibilities as
they became active in professional associations and in faculty governance shaping academic policies for the institution.

With this reinterpretation, all faculty members could be viewed as moving through a three-stage model, with Stage I occurring during graduate study, Stage II describing their role as a junior faculty member, and Stages III and IV merging for most senior faculty. For those faculty members who then seek administrative appointments, there is a second set of mentoring relationships which eight of the subjects of this study identified as occurring after they had become successful faculty members. In Stage I, they were then sought out, encouraged, nominated for administrative positions, challenged "...to do more than just teach." Four of the nine women administrators could point to one or more people who were a significant influence upon them in making the transition to an administrative position. Four more subjects could identify role models, sponsors, or experiences such as internships which assisted them in making the transition. That someone believed in her abilities and took the time to assist her in some ways was an important aspect in the career change eight of the nine women made from a faculty position to a senior administrative post. With this transition a shorter, less formal apprenticeship stage might occur; four of the nine women reported that none was needed. All moved quickly into a Stage 2 level of performance. Eight of the nine women now see themselves as Stage 3 Mentors, and the other woman is now moving into a senior position and will be encouraging her own staff to be mentors rather than seeking that role for herself. Table 7 indicates the number of mentors identified by each subject at the critical stages of her career.
### Table 7
Presence of Mentors at Critical Stages in Women's Careers

<table>
<thead>
<tr>
<th>Subject</th>
<th>While Graduate Student*</th>
<th>At Mid-Career Change**</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>B</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>C</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>D</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>E</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>F</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>G</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>H</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>I</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* At this stage faculty advisors or other individuals at the institution where graduate study occurs assist student with socialization as faculty member and researcher.

** At this stage administrators, colleagues, and friends assist the faculty member in making the mid-career change to an administrative position.

+ includes both primary and secondary mentors, as defined by each subject.
4. Nature of Assistance to Respondents

Moore described two components of the assistance provided to the protege by the relationship with a mentor as developing contacts within the profession and developing competencies for handling the tasks assigned. In building competency, an important aspect is the inculcation of standards of behavior and belief both at the personal level and at the institutional level. Each subject in this study listed individual ways in which her mentors had assisted her. These included role socialization as teacher and researcher, contacts, establishing a standard of excellence, sponsoring, training in job skills, resume assistance, exploration of issues in higher education, suggestions for career planning, and friendship. (See Table 8.)

Even when the subject did not consider her graduate school advisor to be a mentor, the career placement assistance that person provided was reported as an important aspect of the relationship. Those subjects who viewed their advisors as mentors also described role socialization, the development of professional standards of excellence in scholarship, as well as introduction to contacts and assistance in placement. The relationships with graduate school advisors who were also mentors were more likely to evolve into friendships than those with advisors who were not mentors. At the time when the subject decided to make a mid-career change encouragement, recommendations, and nominations were mentioned as forms of sponsoring from the subjects' mentors. Practical help with resumes, on-the-job training, and opportunities to explore the issues in higher education were also listed as important aspects of the assistance provided to the subjects by their mentors.
Table 8
Nature of Mentoring Assistance

<table>
<thead>
<tr>
<th>Kinds of Assistance Reported</th>
<th>Number of Mentions of Assistance Given by Mentors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Development of Contacts:</td>
<td></td>
</tr>
<tr>
<td>for specific employment</td>
<td>6</td>
</tr>
<tr>
<td>for professional networks</td>
<td>7</td>
</tr>
<tr>
<td>for sponsorship for positions</td>
<td>6</td>
</tr>
<tr>
<td>for development of friendships</td>
<td>5</td>
</tr>
<tr>
<td>for career planning</td>
<td>2</td>
</tr>
<tr>
<td>Development of Competencies:</td>
<td></td>
</tr>
<tr>
<td>in socialization as teacher and researcher</td>
<td>6</td>
</tr>
<tr>
<td>in professional standards of excellence</td>
<td>2</td>
</tr>
<tr>
<td>in job skills</td>
<td>5</td>
</tr>
<tr>
<td>in resume development</td>
<td>1</td>
</tr>
<tr>
<td>in exploration of issues in higher education</td>
<td>2</td>
</tr>
</tbody>
</table>
The two factors which seem to be major for each woman were the professional socialization (as faculty member or as an administrator) and the challenge to excel. In each woman's experience at least one person held high expectations, pushed her to excel, pointed out options and now takes "parental" pride in her career. One subject, who expects assistance from peers and proteges in the future, stated that she does not feel the need for the kind of encouragement her mentors once gave to her, but she would not be where she is today without it.

5. Dynamics of Mentoring Relationships

Phillips discovered three variables that seemed to influence the success of the mentoring relationship: the relationship itself (the attitudes of the participants, their needs, characteristics, willingness to participate); the kinds of help requested, given and its impact; and the timing of the experience both in terms of the protege's career and the organizational environment. Mentoring relationships are not passive. The proteges in this study reported asking for assistance from their mentors and building a relationship of mutual respect and assistance. Some of the mentors had been friends before serving as mentors and other became friends after serving as mentors.

The kinds of assistance given appeared to be appropriate to the needs of the women proteges. Those women who reported graduate student experiences with mentors received assistance in the socialization of future faculty members into the teaching and research values, attitudes and activities of that particular discipline. Assistance in locating initial employment was also reported by several of the subjects.
Those who reported mentors in later stages of their career reported on the job skills training offered, assistance with resume building, opportunities to discuss issues of concern and to test the reality of their experience.

Those who reported a mentor's assistance with the decisions to shift from a teaching to an administrative career discussed the importance of timing. At another period in their career they might not have been receptive to this assistance. Even the two women who felt their careers had progressed too slowly did not think that they would have been ready for the assistance of a mentor earlier or that the positions they now hold would not have been open for them before the women's movement prodded institutions to hire women administrators.

6. Definition of Career Mentoring

The concept of mentoring is an individual one which seems to be described differently by each person. The definition appears to be based upon one's own knowledge of the phenomenon and one's personal experience with individuals who are acknowledged to be mentors. Men-tors are individuals who are identified by their proteges as having gone out of their way to help proteges meet the protege's career goals. Of the synonyms for mentor listed by Phillips, the subjects of this study identified nine. The four not mentioned may be terms more appropriate to other career choices than to education.

Career mentoring refers to those relationships with significant others which assist one in making career decisions and/or reaching career goals. This definition appears to be as applicable to higher
Table 9
Types of Mentors

<table>
<thead>
<tr>
<th>Synonyms for Mentors</th>
<th>Number of Mentors Mentioned Who Performed this Role for the Subjects *</th>
</tr>
</thead>
<tbody>
<tr>
<td>Supportive boss/partner</td>
<td>7</td>
</tr>
<tr>
<td>Role Model</td>
<td>7</td>
</tr>
<tr>
<td>Teacher</td>
<td>6</td>
</tr>
<tr>
<td>Guide</td>
<td>6</td>
</tr>
<tr>
<td>Sponsor</td>
<td>4</td>
</tr>
<tr>
<td>Peer Strategizer</td>
<td>3</td>
</tr>
<tr>
<td>Tutor</td>
<td>2</td>
</tr>
<tr>
<td>Invisible Godparent</td>
<td>1</td>
</tr>
<tr>
<td>Advocate</td>
<td>1</td>
</tr>
<tr>
<td>Coach</td>
<td>0</td>
</tr>
<tr>
<td>Favor Doer</td>
<td>0</td>
</tr>
<tr>
<td>Mobile Supervisor</td>
<td>0</td>
</tr>
<tr>
<td>Patron/Matron</td>
<td>0</td>
</tr>
</tbody>
</table>

* Since one individual may serve more than one mentoring role for a protege, this list totals more than the number of mentors identified in this study.
education administration as it is to business and industrial administra-
tion. A distinction between primary and secondary career mentors
can also be used in describing significant others who assist individu-
als in their career development in both business and higher educa-
tion administration. The identification of others as primary or sec-
ondary mentors is based upon the perception of the protege. Primary
mentors are those viewed by the protege as having assisted in an impor-
tant way at a critical stage in the protege's career; secondary mentors
are those viewed by the protege as less crucial to the protege's car-

er development. Each woman interviewed in this study felt that her
career did not fit any pattern and that her relationship with those
significant others she described as mentors was unique.

Phillips identified a pattern of stages in one's career develop-
ment during which mentoring relationships occurred. A further re-
finement of the definition of career mentoring in higher education ad-
ministration can be made if the career of the administrators is exam-
ined as one involving a mid-career change rather than as a single
career pattern. The professorate was the initial career sought by all
of the subjects in this study and several can point to primary career
mentors whose influence upon their own career as a faculty member was
profound. Other identified secondary career mentors who served as
role models, guides or sponsors at particular points as they began
their careers as faculty members. In this career these women moved
from graduate student protege to initial junior faculty contributor to
senior faculty member mentor and policy influencer in the academic
life of the institution. Then, at a critical stage each individual woman decided to leave the faculty for the administrative ranks.

In a study of the mid-career change of professors at one major university who became department chairpersons Snyder, Howard and Hammer identified the need to exercise power and formal authority as the reason for seeking administrative positions. The job characteristics which the researchers identified as indications of the need for power and formal authority included directing the activities of others; assuming responsibility for the work of others; and creative problem solving.25

In this study the subjects sought administrative positions for similar reasons: creative problem solving; working through complex issues; opportunity to make things work better; moving the bureaucracy; opportunity to grow and learn; fighting for others; planning; could do it better than predecessors. With the two exceptions of women who knew they wanted to be administrators, the decisions to seek that position was a mid-career decision and at that point in their lives five of the other six women could identify individuals who assisted them with the decision-making or with the transition into the new role of an academic administrator. These women described a brief protege role, "learning the ropes," and then began to serve as an independent contributor. All of the subjects in this study are now in the position of mentor to others and one woman was looking forward to a policy influencer role over university activities when she changed positions soon after the interview.
Mentoring has been defined as a form of adult socialization used in organizations for the development of leaders. From the interviews with a limited sample of women administrators in this study, mentoring appears to be a practice used to develop leaders in both faculty and administrative positions in higher education organizations. The two stage nature of careers in higher education encourages two separate sets of mentoring relationships: the first at the critical stage of socialization of a graduate student into the role of faculty member and researcher; and the other at the stage of mid-career change when the faculty member is prepared to move into an administrative career.

7. Mentoring and Networking

Networking is a process of developing and using contacts with others for information, advice, and/or support. Kanter and Wheatley discovered two systems of networks which were of importance to academic administrators. The first was the national network of the professional association to which one's sponsor, advisor, or mentor introduces one. The other, equally important, is the institutional network through which one's peers keep an administrator informed. Metha described a network as a multidimensional triad operating at the personal level, the collaborative level, and the political, intergroup level.

The subjects in this study viewed networks as critical factors in their professional lives. In their discussion of networks the subjects discussed three types of networks to which they belonged, each operating at one of Metha's three levels for the individual woman. (See Table 10.)
Table 10
Networks Described as Important to Individual Subjects

<table>
<thead>
<tr>
<th>Type of Network</th>
<th>Subjects Mentioning Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personal Support</td>
<td>A, B, C, E, F, H</td>
</tr>
<tr>
<td>Professional Peer</td>
<td>A, B, C, D, E, F, G, H</td>
</tr>
<tr>
<td>Intergroup Professional</td>
<td>A, B, C, E, F, I</td>
</tr>
</tbody>
</table>

Personal support networks, which six of the nine women mentioned, are made up of women administrators and are a recent phenomenon as more women become administrators. The subjects in this study mentioned both networks of the women educational administrators in their system or state, and networks of professional women in a locality as examples of this type of a network.

Professional peer networks were those in one's academic field or area of administrative expertise. One subject described this as the new generation assuming power: as one's mentors retired and/or died, one's peers took over and became the basis for a network of contacts and friends from whom assistance could be requested. Several subjects also mentioned that networks could also develop from one's former proteges who become friends and contacts.

Intergroup political networks encompass all other types of networks mentioned by the subjects of this study. The role of networks in supplementing the resources of the institution was mentioned by those subjects employed at smaller institutions.
Several women warned of the possibility that "old girl" networks might become as closed and restrictive as the "old boy" networks of the past. All felt women administrators should participate in as many kinds of networks as possible and work through them to encourage young women to seek the training necessary to become academic administrators. Subject C's advice on networking was simple: "...befriend everywhere where you can be helpful to someone else and in return there is sure to be..." a reciprocity of assistance.

8. Suggestions for the Training of Administrators

None of the subjects in this study suggested that mentors or networks could create an administrative career for a woman without adequate skills or training. Reiterating the views expressed by their colleagues in studies conducted by Cohen and March and Duea, a background as a faculty member was seen as essential for anyone seeking a position in academic administration.28

Only one of the subjects in this study knew that she wanted to become an administrator when initially planning her career; four women decided early that teaching in a college or university was their career goal. Four of the nine women in the study attended women's colleges; three of these women considered the successful women role models in faculty and administrative positions and the press to succeed which existed on those campuses as important influences in their career development. All nine taught before being promoted to administrative positions. Three recommended career counseling that
emphasized a successful career as a faculty member in an academic discipline for women seeking careers in academic administration.

During graduate studies five of the nine women recognized that one or more faculty advisors were performing the role of mentor for them. These advisors are now peers and a professional, and sometimes personal, relationship with most of them is cherished by the women. Four of these five chose a particular graduate program in order to study under a specific advisor who subsequently served a mentoring role for them. Since students do have options in choosing advisors and programs, one woman suggested that this decision be carefully considered. The influence of faculty mentors and their informal and formal networks formed in graduate school make this choice of a program and advisor appear to be crucial to one's career development.

All of the subjects in this study were teaching when they decided to seek an administrative position. At that point in their career, eight of the nine women could identify at least one individual who assisted them in planning the move into administration, encouraged her to seek the position, or assisted her in adjusting to the new responsibilities of the position. Making career goals known to those who are in a position to be of assistance was suggested by the subjects in this study. Two of these women announced their desires to influential administrators who then responded in specific and helpful ways. Others sought assistance after appointment and reported that it, too, was willingly given.

In addition, the women administrators advocated accepting tasks such as committee work in academic governance for the experience in
leadership roles and seeking opportunities for development of skills, such as internships or interim appointments. It was emphasized by several women that each task one accomplishes builds skills and a "track record" of success. Potential administrators should learn to consider each challenge a step along one's career path.

Leadership development has not been recognized as an important activity in educational organizations. An "amateurist" mystique continues to limit attempts at formal training activities. As a result this very necessary training is conducted informally, and one of the informal mechanisms is the mentor-protege relationship. But this relationship between mentor and protege—which is personal as well as professional in nature—cannot be forced or structured.

Networking, on the other hand, can be structured and all nine women considered networks as an important part of training for administrators. Learning to use the resources of others in one's networks, to trade information and favors, provide support, and gain visibility are essential elements of the informal training for administrative responsibilities.

When asked to define those qualities which potential academic administrators should possess the women in this study identified intelligence, integrity, academic values, and the capacity to work with people as characteristics administrators needed.

In order to recognize skills and abilities in others the administrator should first recognize personal skills and abilities. Then, understanding that men and women administrators have both strengths and weaknesses and knowing oneself well enough to recognize one's own
strengths and weaknesses can be important to the success of an administrator. At the same time one subject cautioned against the danger of the myth of the "superadministrator." Women are often trapped by the feeling that they must be better than anyone else, not seek help, show weakness, or make mistakes, and therefore, they are often unsuccessful as administrators.

All nine subjects agreed that women with the skills and abilities in administration should be encouraged. It was in the areas of identifying potential proteges that there was disagreement among the women. The avowed feminist felt all women deserved to be mentored and took this responsibility seriously. Others took the more limited view that their own power to assist was dependent upon the quality of the women they assisted; that, if they had recommended good people in the past, future recommendations would receive serious consideration as well. Finding women and men to mentor was an issue raised by several women. Identifying the same characteristics in others that their own mentors had identified in them required that they consciously go out of their way to get to know younger faculty, staff members, secretaries, and students. One subject stressed helping "friendly men" who might not be helped by other men because they (the friendly men) had helped women.

The subjects were asked, from their own perspective, what characteristic in themselves had led their mentors to choose to assist them. Their intelligence and capabilities were universally cited. A high sense of ethics, academic values, principles, and authenticity were also listed. One woman, who felt adopted by a female mentor, stated that her outspoken honesty, her "feistiness," matched that of her mentor and probably influenced her own "adoption" as a suitable protege.
When asked what they, as proteges, had valued most in the relationship with their mentors, it appears that the mentor had chosen each protege because they shared those characteristics of intelligence, integrity, and high academic standards. Elbe listed the same characteristics and others including reputation for fairness, patience, security and the ability to put up with petty annoyances as essential to the success of academic administrators. Twenty-one of the thirty-four mentors listed by the women in this study were men who recognized those values in women and were willing to engage in the mentoring process.

The requisite background for an academic administrator appears to be scholarly training in subject specialization and several years in faculty rank, ability to demonstrate a set of innate characteristics which suggest the capacity to meet the tasks demanded, informal training by one or more academic administrative mentors, and effective use of networks. When asked for specific suggestions for the training of future academic administrators, the subjects of this study stressed the need for formal training and faculty experience, but also suggested seeking responsible positions, asking for guidance and assistance, and building a record of recognized academic accomplishments.

Murningham, Wheatley, and Kanter have observed that to advance in academic institutions women need both formal and informal supports. Academic women will develop their talents when they hold positions which are "empowering, giving them a chance to create or innovate, to become visible and recognized, and to demonstrate their capacity to solve problems critical for the institution." Perhaps the most
critical area for training is in the capacity to recognize the administrative potential of both men and women in the academic institutions.

When one defines career mentors as significant others who take a personal interest in the protege's career and are perceived by the protege as having "gone out of their way" to assist each protege in her career development, then eight of the nine women administrators could identify such individuals. Each felt the relationship was unique and that someone else believing in her abilities and challenging her to excel was important to her career success.
Footnotes


6 Cohen and March, Leadership and Ambiguity, p. 21.


8 M. McGee, "Women College and University Presidents: Their Personal and Professional Characteristics, Career Development Patterns, and Opinions about their Roles" (Ed.D. Dissertation, Florida State University, 1979), p. 52.


16 D. Levinson, Seasons of a Man's Life, p. 253.


22 Ibid., p. 61.

23 Ibid., p. 60.

24 Ibid., p. 108.


29 Moore, "What to do..." p. 2.

The word mentor originated in Greek legend: Mentor was the tutor and advisor of Telemachus, the son of Odysseus. Mentor was a disguise for the goddess Athena. This study has examined the role of mentors in the career development of women academic administrators. In this chapter, the Summary is organized into sections describing the problem statement, the research questions, the methodology and the summary of the findings. Conclusions of the researcher follow. Recommendations are then divided into those for practitioners and those for further study and research.

**Summary**

**Statement of the Problem**

The fundamental question addressed by this study is the role of mentors and the mentoring system in the career development of women administrators in institutions of higher education. In order to focus on the unique experiences of those women currently in positions of leadership in higher education not seen as a traditional role for women, the administrators studied were few women in positions of chief administrator and chief academic officer. (See Appendix A.)
Research Questions

Within this problem area, a number of specific questions are considered:

1. Is there a career development pattern that can be observed in the lives of women who are now chief administrators and chief academic officers in higher education institutions?

2. How significant do these women administrators feel mentor(s) have been to their career development?

3. At what stages of their career development have mentor(s) provided assistance?

4. What was the nature of that assistance?

5. What were the dynamics of the mentoring relationship?

6. Is the current definition of mentoring adequate to describe the relationship in higher education?

7. Do these women administrators now view mentoring of others as an important part of their social networking?

8. What suggestions do they offer to training programs in the preparation of administrators for higher education?

Methodology

The population for this study was the twelve women identified as chief administrator or chief academic administrator in public or private (independent) coeducational colleges and universities during the 1979-80 academic year. An interview schedule was developed, piloted, and revised to provide multiple forms for each question which would assist the researcher in rephrasing questions for individual subjects. The open-ended nature of the interview questions allowed exploration of those aspects of each subject's career which were most relevant to the purpose of the study.
The twelve women administrators identified as the population for the study were contacted by letter asking for their cooperation in the study. A telephone call followed the initial contact; the researcher determined that nine of the twelve were willing to participate. They form the self-selected sample for this study. Interviews were scheduled in the office of each subject during the summer of 1980.

Summary of Findings

The nine participants represented eight institutions and one state-wide system. Two of the institutions are private (independent) and the remaining six are public. Three institutions grant only a baccalaureate degree; four grant masters degrees; and one is a major doctoral-granting institution. Four of the eight institutions have enrollments of fewer than two thousand students; seven of the eight have fewer than twelve thousand students; and one has over fifty thousand students.

The median age of the women administrators is 44 (range 35-60). One woman is a member of a religious order; of the remaining eight only four have ever been married; only two had children. Eight of the nine have been in their present position for fewer than four years. All have an earned doctorate; only one had taught for fewer than ten years before being promoted to an administrative position.

The careers of these women administrators follow the pattern of early choice and completion of the Ph.D. followed by a successful career as a faculty member before becoming an academic administrator. This pattern, similar to that of male administrators, included promotion
in rank and appointment as department chair, dean, vice president, or president.

Previous studies had determined that men moved from institution to institution while advancing through the administrative ranks, but women did not move and advanced more slowly within the same institution. The women in this study were mobile. Only two of the women administrators in this study were promoted from within the institution to their present position. One woman was a member of a religious order whose entire work history was at that same institution; the other came to the institution as vice president and was then promoted to president. Six of the remaining seven moved from another state to accept their present position. Two of the six brought husbands with them; one of the six brought a family with school age children. The subjects themselves suggested that women are finally willing to move in order to advance and that their families now support such moves.

Eight of the nine women in this study could name a significant person in their careers. Two of the women categorized these others as role models or guides rather than mentors. The other six could identify at least one person whom they defined as a mentor who had had a significant influence upon their careers. What might have been different in the careers of these six without mentoring is beyond the scope of this study.

Four of the six women considered faculty advisors in their graduate studies as significant factors in their socialization, job placement and success as a faculty member. All six of the women who identified mentors identified a person who influenced their move into
administration. Four of the six would not have sought such positions without the encouragement provided by a mentor. And the two women who knew they wanted to seek administrative appointments could point to a sponsor who provided assistance in that move from faculty ranks to administration after they themselves had announced their desire for such a move.

For executives in business and industry the significance of the mentoring relationships is measured by the reduced time a mentored executive spends in reaching his/her career goals and a more positive attitude toward the company and life in general. Neither of these distinctions existed in the careers of these women in higher education. The subjects of this study seemed to feel that society's attitude about the role of women and the effect of the women's movement on the possibilities for advancement were more significant measures of their success in reaching their career goals. Two important elements of the mentoring relationships to the women reporting mentors were the challenge to excel and the positive support in achieving their career goals which their mentors provided.

Also, in opposition to the pattern observed in business and industry strong personal friendships were reported with both male and female former mentors; and few conflicts leading to breaks in the relationship were reported. That career mobility is the norm in higher education may allow for ease of transition from a mentor-protege relationship to a peer relationship which is less possible in business where career ladders are usually within the same corporation.
Age of mentor and protege does not appear to be a factor in the development of the relationship. Graduate students were all younger than their faculty advisor mentors; but often the mentors who assisted the subjects with their career change to administration were colleagues of the same age. All reported relationships of mutual respect; none of the women in this study reported problems caused by the gender of their mentor.

When the experiences of these women in higher education administration were compared to the model of professional careers in business and industry, a redefinition of the model was required. Academic administrative careers appear to involve two separate three-stage elements. The first part of the model begins with the graduate student experience in which an advisor may or may not serve the function of mentor. A mentor at this stage assists the protege with socialization as a faculty member and can facilitate placement in the next stage, that of junior faculty member. At this stage the protege becomes an individual contributor and moves away from the mentor. As the individual advances in rank and begins advising graduate students and helping more junior faculty members she becomes a mentor and policy maker reaching the top stages of faculty mentor herself.

At this point a second three-stage model depicts the move into administrative positions. Eight of the nine women in this study identified at least one person who sought them out, encouraged them, nominated them, and challenged them to seek an administrative position. After this protege stage, a shorter, less formal "apprenticeship" stage might or might not occur; and then all nine women moved quickly into
senior administrative positions in which they are now serving as mentors for others.

During both stages of mentoring these women identified a number of ways in which their mentors assisted them: encouragement/recognition, instruction/training; friendship; opportunities/responsibilities; advice/counsel; inspiration/model; and visibility. In each woman's experience at least one person held high expectations, pushed her to excel, pointed out options, and now takes "parental" pride in her career.

The three variables that appear to influence the success of the mentoring relationship are the relationship itself (attitudes of the participants, their needs, characteristics, and willingness to participate); the kinds of help requested, given and its impact; and the timing of the experience both in terms of the protege's career and the organizational environment. The mentoring relationship is not a passive one. The proteges in this study reported asking for assistance from their mentors and building relationships of mutual respect and assistance. Some of the mentors had been friends before serving as mentors and others became friends after serving as mentors.

Mentoring has been defined as a form of adult socialization used in organizations for the development of leaders. From the interviews with a limited sample of women administrators in this study, mentoring appears to be a practice used to develop leaders in both faculty and administrative positions in higher education organizations. The concept of mentoring is an individual one which seems to be described differently by each person. It is also a relationship described in
retrospect by successful women administrators. This study, based upon self disclosure, made no attempt to corroborate the evidence reported.

Career mentors, as distinguished from personal mentors, can be further divided between primary and secondary mentors in terms of the protege's perception of the assistance provided by the mentor. Primary mentors are those persons whose influence is perceived by the protege to have been present at critical stages in the protege's career. Secondary mentors are those viewed by the protege to have been less crucial to the career development of the protege.

Of the thirty-four individuals mentioned by the subjects of this study, eighteen can be described as primary mentors and fourteen as secondary mentors. Thirteen women are among the thirty-four individuals; six of these women were considered primary mentors by their proteges. Two of these mentors were women faculty and administrators in the subject's undergraduate women's college; three of the six were graduate school advisors (two of the three served as both undergraduate and graduate advisors) and the others were of assistance to the subjects as they sought positions in academic administration.

All of the women administrators in this study agreed that networks were important to their careers and their lives, and that women and men should participate in many kinds of networks. Networks were described as providing personal support, professional contacts, and political opportunities.

Serving as mentors and working through networks, the women in this study felt that they had a responsibility to assist younger faculty members in making the career change to academic administration.
Faculty background and experience in academic governance activities were seen as essential to those seeking administrative positions. In addition, the women in this study listed the human characteristics which were desirable in those academic administration: intelligence, integrity, academic values, and the capacity to work with people.

Conclusions

The analysis of data in Chapter Three has provided a basis for the following conclusions appropriate to the purpose of this study. Conclusions based upon such a limited sample can be applicable only to that sample and further research will be required before these conclusions can be assumed to apply to the larger population of academic administrators:

1. The mentoring relationship appears to be one of the factors in the career development of seven of the nine women in this study.

2. There appears to be a two-stage pattern to the careers of these women academic administrators in which two separate opportunities exist for mentoring relationships to influence the career development of the potential academic administrator. The first opportunity for mentoring occurs during graduate studies when the advisor may serve as a mentor assisting the protege with socialization as a faculty member and can facilitate placement as a junior faculty member in another institution. The second opportunity occurs when the individual faculty member is encouraged, challenged, and nominated for administrative positions by a mentor, usually an administrator.
3. The definition of career mentors as those who influence the careers of their proteges needs to be refined to include both primary and secondary mentors. A primary mentor is a significant other present at a critical point in the protege's career who is viewed by the protege as having taken a special interest in the protege's career. Secondary mentors are those others whose influence is viewed by the protege to have been less influential.

4. The gender of the mentor does not appear to be a factor in the success of the mentoring relationship.

5. The differences between career patterns in the corporate world and those in academic appear to create distinctions in the mentoring relationship. Whereas business careers are usually pursued within one corporation and a break between mentor and protege is typically reported, academic careers involve moves to different institutions which appear to allow relations between mentor and protege to evolve over time and distance.

6. The career development of women academic administrators appears similar to that of male administrators. The subjects of this study reported an early choice of a career and completion of the Ph.D. degree, followed by a successful career as a faculty member before promotion to administrative positions. They also reported the same progression, holding the administrative positions of department chair, dean, vice president or provost, and then president.

7. In contrast to the findings of earlier studies of women academic administrators, the subjects of this study were as mobile as their male counterparts.
8. Women in senior faculty and administrative positions appear to be serving as both role models and mentors for other women to a greater extent than their numbers in the population of senior faculty and administrators would predict. Most of these women who were identified as role models and mentors were employed by women's colleges.

9. Participation in networks which provide personal support, professional contacts, and political interactions is an important part of the careers of these women administrators. They view participation in both women's and formerly all male networks as important to women administrators.

Recommendations

Based on the findings of this study a number of recommendations can be made concerning career mentoring for academic administrators. These recommendations are directed toward faculty members, higher education administrators, and those in training programs for educational administrators. This is followed by a series of recommendations for further research on the role of mentoring in the career development of academic administrators.

Recommendations for Practitioners

1. Counseling of those persons interested in academic administration should stress the importance of a background as a faculty member. Since the career development patterns of men and women administrators appear to be similar, the same advice should be offered to both men and women.
a. Both men and women should be urged to seek advice and become known by those in a position to advise and sponsor and to be assertive about their career goals.

b. Both men and women should be advised to consider each task as an opportunity to learn, grow, and develop a "track record." Training opportunities in the form of institutions, post-doctoral fellowships, and internships should be sought both for content and contacts.

c. Both men and women should be aware that the mobility of an academic administrator can influence the pace of that person's career development.

2. The mentoring relationship is a mutual one which can be initiated by either the potential protege or the potential mentor. Receptiveness to serving as a mentor to both men and women should be viewed as part of the role of graduate faculty advisors and of those persons in academic organizations who are in a position to influence the mid-career change of faculty members to academic administrators.

3. Recognition of the traits in both men and women who would have the potential to become good academic administrators should be stressed in training programs. Potential mentors need to be aware that both men and women possess the characteristics of intelligence, integrity and high academic standards.

4. Networks should be viewed as opportunities to share advice and information. Faculty members and administrators should participate in many networks. Networks can provide career mentoring activities for those who do not have a career mentor, but they need to be kept open to encourage participation by younger men and women.
5. The value of the assistance provided to another can be evaluated only by that person. Relatively minor assistance (from the point of view of the provider) can be viewed as crucial to the career by the receiver. The willingness to provide assistance can be significant in the development of the next generation of educational leaders.

6. The role of the graduate faculty advisor should be reexamined as a factor in the development of future leaders in higher education. This may have implications for both student selection and advisee load at many institutions. There is some indication that graduate advisors are not always aware of the potential influence they may have.

Recommendations for Further Research

As a result of the findings of this exploratory study and the conclusions drawn from them, the following recommendations are made for further research:

1. Further research on the careers of women administrators which would include other regions of the country, minority women, and women in religious and single-sex institutions is needed to determine the validity of the model of women's career development and mentoring developed in this study.

2. Further comparisons to the careers of male administrators in the specific areas of mentors and networks are needed.

3. Specific examination of the issue of cross-gender mentoring in the careers of men and women in higher education would form the basis for another study.
4. Research is still needed on the career patterns and mentoring relationships of men and women in other administrative positions in higher education institutions.

5. Further refinement of the collection of data on mentoring should include gathering corroborative evidence from mentors, colleagues, and subordinates of the subjects being studied.

6. Further research on all factors in the development of careers in academic administration is needed in order to determine the relative importance of mentoring as a factor in the development of career patterns.
APPENDIX A

Uniform Position Descriptions
Uniform Position Descriptions

01 Chief Executive Officer (President/Chancellor): The principal administrative official responsible for the direction of all operations of an institution of higher education; usually reports to a governing board.

02 Chief Executive Officer Within a System (President/Chancellor): The principle administrative official responsible for the direction of all operations of a campus or an institution of higher education; reports to a President/Chancellor of a university-wide system.

05 Chief Academic Officer: The senior administrative official responsible for the direction of the academic program of the institution; functions typically include teaching, research, extension, admissions, registrar and library activities; reports to the Chief Executive Officer.

APPENDIX B

Interview Schedule
Thank you for agreeing to talk with me. As part of my dissertation research for the Ph.D. in educational administration at The Ohio State University, I am interviewing women who currently hold administrative positions in colleges and universities in the middle west about their careers and the significant other people in their lives. It is your perceptions and your experience that is important to my research. Everything you tell me will be kept confidential; all of my data will be reported without reference to individual or institution; no one else will have access to the information you provide for me. With your permission I would like to tape the interview...

1. How did you decide to pursue a Ph.D. in ______________? Were you always interested in _________? If not, who awakened your interest? Did anyone explore career opportunities in _________? While you were studying _________, was there anyone who influenced your decision to pursue a Ph.D.? Was there anyone in _________ or with a Ph.D. whom you would identify as a role model?

What would you describe as your "driving force?" Did you always know where you wanted to go next? Can you think of times when decisions you made altered your career plans? Is there anyone you can identify who helped you to make those decisions?

What has been most satisfying about your career? Least? Have you advanced at the best pace for you? Were you denied advancement you felt you deserved?

What problems or obstacles have you faced in your career in higher education? Are these problems or obstacles unique to women or to your specialization?

2. You have held the position of ______________ since ______________.

Are there any critical incidents or opportunities that were crucial in your advancement to your present position which you have not already discussed? Were you in the right place at the right time? Did someone sponsor you at crucial times?

3. Who would you consider to be the influential individual(s) who have encouraged you during your career development? At what points in your career were these individual(s) of assistance to you?

Can you distinguish between those who helped you at certain times in specific ways from those who took a personal interest in your career and your professional life?
If there is no one you can identify, do you think that this concept of "mentors" has been overrated as a means for professional advancement?

FOR EACH OF THE PERSONS IDENTIFIED IN QUESTION 3, ASK QUESTIONS 4 THROUGH 12:

4. When did you meet _________ and how did that person come to be in a position to assist you?

5. Do you know what characteristics in you caused _________ to become interested in you and your career?

6. How did he/she facilitate your career development? Through contacts; as a person to talk to; co-authorship of articles, grants, etc.; exposure to the profession by taking you to meetings and conferences.

7. How often did you and _________ see each other? What kinds of things did you usually do? Talk; attend meetings; strategize; work on joint projects, etc.?

8. How did his/her assistance/encouragement make you feel: Did you feel subservient; required to become involved in his/her activities in order to "deserve" help? Did this person push you to try new positions/new tasks/stretch yourself?

9. What would you say that you value most from your relationship with _________? Personal interaction; Insight into self; Professional networks; Opportunity to improve performance?

10. Were you satisfied with this relationship? Were your career goals enhanced by the relationship? Did you build a lasting friendship? Did you meet others through this relationship?

11. How do you think _________ felt about the relationship? Did he/she view it as of mutual benefit? Did he/she feel pride in your career development, as might a teacher or parent?

12. Has the relationship changed since you first met? Is it still important to you or to _________? Has it ended? If so, did it end amicably, or were their problems ending the relationship?

13. Are there others who also assisted you? In what ways? How does your relationship with _________ compare with these others? In terms of time, intensity, ability to help you? Willingness to help you?
14. Have you ever assisted someone with his or her career?

FOR EACH PERSON IDENTIFIED IN QUESTION 14, ASK QUESTIONS 15 THROUGH 20:

15. How did you decide to assist __________? Was it a conscious decision or did you become friends and then move into mentoring relationship? Who initiated the relationship? When did you meet? Where?


17. How did you decide to encourage/assist this person? What characteristics in __________ caused you to be interested in helping him/her?

18. Has the relationship changed since it first began? In what ways? Is it still as important to you? Do you think it is still important to __________? If it has ended, did you or __________ end it? How? For what reasons?

19. How has the relationship affected __________, in your opinion, rapid advancement, professional growth, contacts, etc.? How has it affected your life? Professional growth; broadened perspectives; mutual benefit; pride in __________'s advancement; increased network of professionals you have assisted?

20. Have you ever tried to help someone who refused the assistance? Do you think that being a woman had anything to do with the refusal?

21. Looking ahead, how might you assist others in the future? Advancement, growth, preparation of future administrators?

22. In terms of your own career, do you see a role for others to facilitate the future development of your career? Might they nominate you for positions; inform you of openings; encourage you in other ways?

23. What do you think about the emphasis being placed upon mentoring and networking as aids to women's career advancement in higher education? Is isolation a problem to women in leadership positions? Are old girl networks effective or should women join old boy networks?

24. What advice would you offer to faculty in training programs for educational administrators? What advice would you offer to young women who aspire to positions of leadership in college and university administration? Would you suggest that the mentoring system be reorganized the formalized?
25. Is there anything important that I have not covered? Anything you would like to add?

Thank you for your time and thoughtful responses to my questions. Again, I will assure you that everything you have said to me today will be kept confidential and the data will be reported without reference to individual or institution.
APPENDIX C

Cover Letter
June 10, 1980

Dear Participant,

For my doctoral dissertation in higher education administration at The Ohio State University I have chosen to study the role of mentoring in the career development of women educational administrators. My research concerns those women who are currently in the positions of chief administrative officer or chief academic officer of public or private (independent) co-educational colleges and universities in the midwest. I could identify only twelve of you. It is, therefore, very important that I talk with each of you.

In order to study the process of mentoring and the role of this phenomenon in the careers of educational leaders, a series of open-ended questions will be used to collect my data. This interview requires a minimum of one hour and a maximum of two hours of your time. The questions about your own career and about those persons who have shown an interest in your career are personal. The information will be kept in strict confidence; no identification of institution or individual will be included in the reporting of data.

I am planning to travel through your state June 26 - 30 and August 25 - 31, and can arrange to meet with you during that time. If your schedule does not permit a visit then, I may be able to arrange a later visit, or I could schedule a telephone interview. During the week of June 19th I will call your office to answer any questions you may have about by study and to schedule an interview.

Thank you in advance for your time and your cooperation.

Sincerely yours,

Elizabeth J. McNeer


Theodore, A., ed. *The Professional Woman*. Cambridge, Mass.: Shenk- 


U.S. National Center for Education Statistics. *Education Directory: 

Van Alstyne, C., et al. *Women and Minorities in Administration of 
Higher Education Institutions*. Employment Patterns and Salary 
Comparisons. Washington, D.C.: College and University Personnel 


Vance, C.L. "Comparison of the Career Development of Women Executives in Institutions of Higher Education with Corporate Women Execu- 

Walker, D.E. *The Effective Administrator*, San Francisco: Jossey-Bass, 

Welch, M.S. *Networking*. New York: Harcourt, Brace and Javonovich, 
1980.


Zalesnik, A. "Managers and Leaders: Are They Different?" *Harvard Bus- 