

**School of Education
Faculty of Humanities**

**Leadership in Australian Higher Education: Lessons from
female educational leaders**

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of
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Declaration

To the best of my knowledge and belief this thesis contains no material previously published by any other person except where due acknowledgment has been made.

This thesis contains no material which has been accepted for the award of any other degree or diploma in any university.

Signature

A. M. Southwell

Date

25 May, 2010

Acknowledgements

The project participants

Rawson (2008) affirms “the value of unique personal experience and the power of one person to make a difference by allowing him or herself to be vulnerable by sharing that experience” (p. 9). I am grateful to the five women behind the pseudonyms *Lily, Jacqueline, Kathleen, Margaret* and *Christine* for making themselves vulnerable by sharing their unique personal experience so that I, and others, may learn from their experiences.

Institutional sponsor

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Supervisor

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Abstract

There is an increasing number of women leaders in higher education. However, a far higher proportion of males than females still fill senior management roles in Australian higher education. Several recent studies have set out to examine and analyse the leadership styles of women leaders in higher education in order to better understand and inform models for women who aspire to positions of leadership in higher education.

Most educational leaders are not prepared for their roles and learn through trial and error in, and by surviving, their leadership and management experiences. The term *leadership*, itself, is used in a variety of ways and means different things to different people. A variety of different theoretical frameworks for conceptualizing and understanding leadership has arisen from these different conceptions and understandings.

This study explores the autobiographical perspectives and responses of five respected female figures in educational leadership (i.e. leadership in teaching and learning) in Australian higher education. The identification of significant factors impacting on the educational leadership of these figures will provide insight into the nature of leadership in relation to teaching and learning in Australian higher education.

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CHAPTER 1: INTRODUCTION AND OVERVIEW

This chapter presents the background and context for the study, outlines the purpose and the significance of the study and presents the research question the research design and limitations of the study. An overview of the presentation of the thesis is then provided.

1.1 Background and context of the study

Over the past twenty years, Australian higher education has changed in response to a variety of educational, political, economic and structural challenges. The sector continues to face a number of significant issues over the next 10 to 15 years including issues related to changing legislation as well as issues consequent upon the 2008–2009 financial crisis. The sector has been driven by the rapid expansion of the global marketplace, the information technology revolution, along with its impact on communications systems, and the speeding up of the processes of globalization that have led to changes in the structure of the work force in the western world with a decline in manufacturing jobs and an increased demand for knowledge based workers (Boud and Solomon, 2001; Jarvis, 2000; Martin, 1999; Knight and Wilcox, 1998; Ramsden, 1998).

While there is a growing body of research into academic leadership in the higher education sector, this literature mainly focuses on the Vice-Chancellor (President), Faculty Deans and Heads of School (Department Chairs) especially in higher education and post compulsory education colleges overseas (see, for example, Amey, 2006; Jameson, 2006; Kezar, Carducci and Contreras-McGavin, 2006; Marshall, 2006). Few applications to the 2006 round of the Australian Carrick Institute of Learning and Teaching in Higher Education Leadership for Excellence in Learning and Teaching Program showed a clear understanding of the complex elements of leadership (Anderson and Johnson, 2006). Anderson and Johnson (2006) state the need for “a wider and deeper understanding of the range of types of leadership and the elements in its practice” (p. 10). In their review of the literature, Southwell and Morgan (2009) found that “leadership does contribute to student learning in context. How leadership is experienced can have an effect on teachers’ sense of efficacy and their teaching practices, particularly in a changing climate of educational renewal and governmental accountability.” (p. 2).

Emerging evidence that, not only was there an identified need for systematic, structured support for academic leadership across the Australian higher education sector, there are ill-founded and mis-conceptions of leadership in teaching and learning in higher education (Anderson and Johnson, 2006). Further, most educational leaders are not prepared for their roles and learn through trial and error in, and by surviving, their leadership and management experiences (Buendia-Bangle, 2005).

There are an increasing number of women leaders in higher education (Maitra, 2007; Howie and Tauchert, 2002). However, a far higher proportion of males than females still fill these roles. Several recent studies have set out to examine and analyse the leadership styles of women leaders in higher education in order to better understand and inform models for women who aspire to positions of leadership in higher education.

Respect for the individual means that we must appreciate that each academic leader will have their own style of leadership. Kezar et al (2006) state that

by understanding a variety of paradigms, theories and concepts leaders can learn tools to approach various leadership situations that fit in particular contexts... leaders have varied weaknesses and strengths, and they can use these tools to complement and build in their personal styles (p. 5).

A lack of understanding around such issues can create some challenges for all educational leaders in terms of reflecting on their own role, the expectations of the role and how the role can be managed.

Today, as the global economic crisis affects individuals, families, and local and national communities and as the planet itself is faced with environmental crisis from climate change, higher education faces new challenges. Global and national contexts impact on the shaping of policy and practices at national, local (institutional) and grassroots (classroom) levels as well as the more obvious aspects of policy, curriculum and teaching practices at the faculty, school, departmental and classroom level. These in turn impact on, and are impacted by, the leadership of institutions at the local level. We now turn to consider these contexts.

1.1.1 The global context

The current priority of the Organisation for Economic Co-operation and Development (OECD) (2009a) is the global economic crisis which is “affecting families and communities across the planet. Restoring stability, confidence and growth is the priority: the OECD is working with the world’s governments and other organisations to get economies moving again” (p. 1). The OECD (2009b) recognizes that there is a both an individual and a social benefit that is derived from education “For individuals, the potential benefits lie in general quality of life and in the economic returns of sustained, satisfying employment. For countries, the potential benefits lie in economic growth and the development of shared values that underpin social cohesion” (p. 1).

In the OECD area, approximately one third of young people graduate from universities and about one tenth finish shorter, more work-oriented courses. Most OECD countries face major challenges in ensuring that this learning continues on past graduation. With the rapid expansion of higher education, including its growing cost, the attention of many countries is being focused on issues of quality, relevance and efficiency: “How should higher education respond to the growing and widening demand for effective services? What can policy makers do to improve access, quality and value for money in higher education?” OECD (2009c, p. 1). For its 2009 *Programme on Institutional Management in Higher Education*, the OECD will consider questions of supply and demand, costs and income in higher education. It plans to analyse the role and responsibility of higher education institutions and reflect on how best to transform the challenges into opportunities (OECD, 2009b).

The United Nations Education, Scientific and Cultural Organisation (UNESCO) Assistant Director-General for Education, Nicholas Burnett, identifies six new dynamics transforming the landscape of higher education: demand, diversification, networking, lifelong learning, information and communication technologies (ICTs) and social responsibility (Burnett, 2008). He stressed the need for policies that promote inclusion and quality. UNESCO (2009a) itself supports “governments and institutions worldwide in building capacity and formulating policies and strategies, so that higher education fully contributes to sustainable national development” (p. 1).

For its 2009 *World Conference on Higher Education*, UNESCO (2009b) poses the questions:

To what extent is higher education today a driver for sustainable development in the national and international context?

Does the sector live up to the expectations placed in it to induce change and progress in society and to act as one of the key factors for building knowledge-based societies?

How does higher education contribute to the development of the education system as a whole?

What are the most significant trends that will shape the new higher education and research spaces?

How are learners and learning changing?

What are the new challenges for “quality” and “equity”? (p. 1).

The Asia Pacific Economic Cooperation (APEC) (2009) also supports the role of education in promoting social, individual, economic and sustainable development through its Education Network (EDNET).

1.1.2 Higher education in Australia

The Australian higher education sector comprises 37 public and 2 private universities, an Australian branch of an overseas institution, 4 other self-accrediting higher education institutions and more than 150 non-self-accrediting higher education providers (Armstrong and Unger, 2009). In the 39 universities, there are three formal alliances and one informal alliance. The Group of Eight (Go8) universities is a coalition of Australian universities that are intensive in research and comprehensive in the general education they offer. The Australian Technology Network (ATN) is an alliance of five Australian universities who have a strong base in innovation and technology. The Innovative Research Universities of Australia (IRUA) are an alliance based on research performance and innovation as key characteristics. The remaining universities are informally grouped as the non-aligned Australian universities. See Appendix 5 for a list of institutions aligned with each of the alliances.

In considering the role of the Australian higher education sector, the Australian Commonwealth Government Department of Education, Employment and Workplace Relations (2009b) states that:

The Australian higher education system is seen to make a fundamental contribution to the future of Australia and plays a vital role in Australia's intellectual, economic, cultural and social development.

The higher education sector educates our future professional workforce, creates future leaders, provides jobs for Australians, drives much of our economic and regional success, and facilitates cultural and trade links with other countries.

The sector plays a key role in the growing knowledge and innovation based economic health of Australia. It enriches our social and environmental landscape and promotes the tolerance debate that underpins Australian society (p. 1).

In 2009, international education is Australia's third biggest export after coal and iron. Higher education accounts for 63 per cent of this expenditure (Armstrong and Unger, 2009).

1.1.2.1 A historic perspective (1950 – 2002)

Prior to 1950, most Australians could find work without much education and therefore most ignored universities. Growing social and economic expansion led to the rapid expansion of universities. Attacks on the liberal, humanist traditions of Australian universities by neo-Marxist, feminist and other radicals combined with the activities of radical university students in the 1960's alienated the community. In an attempt to distinguish themselves from the newly established Colleges of Advanced Education (CAE's), universities in the 1970's put an increasing emphasis on research leading to a gap between the practical interests of students and the research interests of many lecturers. By the 1980's, the ideal of a community of scholars and the sense of a distinctive common purpose had expired. A worsening economy and static student numbers led to an increasing separation between university intellectuals and the rest of the nation.

In 1992, the Australian Commonwealth Government Minister for Higher Education assumed direct responsibility for distribution of Commonwealth funds to universities. Education profiles were directly approved by the Minister (Barcan, 1997). A change in policy from 'aid' to 'trade' saw a shift from 20,000 foreign aid students and 2,000 full-fee paying foreign trade students in 1986 to 6,000 foreign aid students and 48,000 full-fee paying foreign trade students in 1991.

With the 1988 *Higher Education: A policy statement White Paper*, John Dawkins, then Minister for Education, positioned the government to bring universities to account for their outcomes. The Australian 'unified' system of higher education was established and performance indicators, quality and funding were linked. In 1991, the Australian Commonwealth Government announced Australia's first 'quality' policy for universities. The Committee for Quality Assurance in Higher Education (CQAHE) was established with membership comprised of six representatives from the higher education sector and four government nominees. Performance indicators were refined and biennial and annual performance reports covering all publicly funded universities were produced. In 1994, CQAHE conducted its first quality reviews and associated high profile league tables were developed. Participation was voluntary but with rewards of money and status all universities participated. CQAHE was disbanded in 1996. In 1998, all Australian universities were required to submit a Quality Improvement Plan. In 1999, the Minister announced a new quality assurance (QA) policy for Australian higher education and the Australian Universities Quality Agency (AUQA) was established in 2000. The membership of AUQA comprised four representatives from the higher education sector and six government nominees.

The Australian Commonwealth Government established a number of strategies to promote quality teaching and learning in higher education in the 1990's. These included the progressive establishment of the National Priority Reserve Fund (1990); the Commonwealth Staff Development Fund (CSDF) (1990); the Committee for the Advancement of University Teaching (CAUT) (1992), Committee for University Teaching and Staff Development (CUTSD) (1997), and the Australian Universities Teaching Committee (AUTC) (2000), and their projects and grant schemes.

1.1.2.2 The Nelson Review (2002)

In 2001, an election year for the Australian Federal Government, a number of documents were released that placed higher education policies, particularly in relation to flexibility, innovation and technology, clearly on the Australian Government's agenda. Early in 2002, the newly appointed Australian Federal Education Minister, Dr Brendon Nelson, initiated a review of Australian higher education, *Higher Education at the Crossroads*. After considerable consultation with the sector, Nelson released the proposed reform package for Australian higher education, *Backing Australia's Future*. The package clearly separated teaching and learning in higher education from research in higher education, with research being addressed in the package *Backing Australia's Ability*, released in 2001 (Department of Education, Science and Training, 2002). Interestingly issues of flexibility, innovation and technology were notable for their absence. The Higher Education Support Act 2003 received the Royal Assent in December, 2003 (Australian Attorney-General's Department, 2003).

Key features of the package included the establishment of a national Institute for Learning and Teaching in Higher Education that would be a national focus for enhancing learning and teaching, a Learning and Teaching Performance Fund that would determine an institution's eligibility for funds using a range of performance based indicators and enhanced Australian Awards for University Teaching (Department of Education, Science and Training, 2004). These initiatives have had a direct impact on the teaching environment in Australian universities, particularly the Learning and Teaching Performance Fund with its linking of funding to performance indicators.

The Australian Learning and Teaching Council (ALTC) (then known as the Carrick Institute for Learning and Teaching in Higher Education) was established in 2004 as a national focus for the enhancement of learning and teaching in higher education. Already considered "an influential presence in the sector" (Hay, 2008, p. 1), ALTC distributed \$21.52 million through its grants, fellowships and initiatives schemes and \$3.53 million through its awards and citations schemes in the 2007-8 year (Australian Learning and Teaching Council, 2008).

The Learning and Teaching Performance Fund (LTPF) provided approximately \$300 million between 2006 and 2009 to reward universities for outstanding and improved

performance in learning and teaching for undergraduate students (Department of Education, Employment and Workplace Relations, 2009c).

1.1.2.3 The Bradley Review (2008)

In March 2008, the newly elected Labor Government initiated a Review of Higher Education that was conducted by an independent expert panel, led by Emeritus Professor Denise Bradley AC (Bradley, Noonan, Nugent, and Scales, 2008). The Review was charged with examining “the future direction of the higher education sector, its fitness for purpose in meeting the needs of the Australian community and economy, and the options for ongoing reform” (Department of Education, Employment and Workplace Relations, 2009a, p. 1).

Following on from the Bradley Review (Bradley, et.al. 2008), there will be a number of changes impacting on teaching in higher education. These include the lifting of controls on student load by discipline (2011), indexing of operating grants (2012), new funding available to recruit and retain low socioeconomic status (SES) students with a goal that low SES students will comprise 20 per cent of tertiary students by 2020, lifting of limits on enrolments with an expectation that 40 per cent of 25–34 year olds will have a bachelor degree or higher by 2025 and an increase in international student numbers along with a change in the profile of international students. Reforms to student support, an increase in the stipend for Australian Postgraduate Award students and an increase in research infrastructure funding are also anticipated. The full Excellence in Research for Australia (ERA) process will also be implemented in 2010.

Teaching in higher education will be further affected by the new national teaching and learning indicators to be assessed by the soon to be established Tertiary Education Quality and Standards Agency (TEQSA) (2010), the setting of academic standards and the implementation of the Australian Qualifications Framework (AQF).

1.1.3 Governance and organisational structures in Australian higher education

As social institutions for learning and research, universities are seen as different from the private sector. Universities have governance problems but these are different to those in the corporate sector. There are, however, legitimate demands on universities

to operate “effectively, efficiently and profitably and to comply with requirements ... located ... across the two [sectors]” (Armstrong and Unger, 2009, p. 48).

Governance standards for universities followed the developments in governance in corporate and business environments. Five National Governance Protocols were designed to ensure consistent criteria and standards across Australia in order to protect the standing of Australian universities nationally and internationally (Armstrong and Unger, 2009).

1.1.4 Formal leadership roles in Australian higher education

There are various levels at which institutional leadership in teaching and learning is exercised within a University. Maitra (2007) divides leadership in higher education into two categories: leaders in academic affairs and leaders in non-academic affairs. The latter category deals with non-academic functional areas in the institution, for example, human resources, legal and operational matters, student affairs. Academic leaders “deal with the day-to-day functions of the academic department on campus and play a major role in establishing the long-term vision and goals of the academic department and the institution (p. 6). In Australia, the formal academic leadership roles in teaching and learning are the Vice-Chancellor, the Deputy/Pro Vice-Chancellor (Academic, Education/Teaching and Learning), Faculty/Executive Deans, Assistant Deans (Education/Teaching and Learning), Heads of School, Assistant Heads of School (Education/Teaching and Learning), Discipline/Subject Heads and Program/Course Coordinators. Directors of Academic Development Units (ADUs) often fill a hybrid role providing leadership to the institution in developing its vision, policies and strategic plans for teaching and learning as well as providing operational and functional support to implement it. Each role is important in influencing teaching and learning within the university and each requires different competencies and capabilities. The precise role, specific duties and areas of responsibility of senior academic administrators in Australian universities varies from institution to institution. Table 1.1 provides an overview of the formal leadership roles related to teaching and learning in Australian higher education.

1.2 Demographic context: Women leaders in Australian higher education

There are an increasing number of women leaders in higher education (Maitra, 2007; Howie and Tauchert, 2002). However, Mackinnon and Brooks (2001) note that “there has long been a concern that women play a very small part in the higher levels of university management” (p. 6). Naylor (2007) found that “despite the existence of national studies and legal efforts to combat gender inequity, females are still treated differently and advance less than male counterparts” (p. ii).

The first female vice-chancellor in an Australian university, Professor Di Yerbury, was appointed as Vice-Chancellor at Macquarie University in 1987. The second, Professor Fay Gale, was appointed in 1990, the first female vice-chancellor of the University of Western Australia (UWA), hence the first of the Group of Eight, and the first woman to be elected president of the Australian Vice-Chancellors Committee (AVCC). By late 2004, nine of the 38 Australian universities had female vice-chancellors. Today, in late 2009, of the 39 Australian universities, seven have female vice-chancellors. There have been no women of colour appointed as vice-chancellor of one of the Australian universities listed in the Universities Australia membership. Professor Jeannie Herbert, appointed as Director in February 2006, is vice-chancellor of Australia’s only Indigenous tertiary institution, the Batchelor Institute of Indigenous Tertiary Education (BIITE).

While there is a growing awareness that women are capable leaders, the movement of women into leadership positions continue to be slow (Brown, 2005; Agar, 2004). Moss and Daunton (2006) note that the slowdown in women’s careers, relative to

Table 1.1. Overview of Formal Leadership Roles in Australian Higher Education

| | |
|--|--|
| The University Council/Senate | The University Council/Senate is the governing body of a university, and ultimately responsible for ensuring its proper and effective management and operation. |
| Chancellor | The Chancellor is the formal head of a university by virtue of being the chair of the University Council/Senate. As such, the Chancellor is responsible for the efficient operation of Council/Senate and for providing leadership to ensure it carries out its responsibilities in an effective manner. |
| Vice-Chancellor (VC) | The Vice-Chancellor is the chief executive officer of the university. In some institutions, the title of Vice-Chancellor is combined with that of "president" to enable equivalence in international gatherings. |
| Deputy Vice-Chancellor (DVC) | The Deputy Vice-Chancellor (DVC) is usually the second-ranking officer and often the right hand person of the vice-chancellor. The Deputy Vice-Chancellor assumes the vice-chancellor's responsibilities in the Vice-Chancellor's absence. |
| Pro Vice-Chancellor (PVC) | The Pro Vice-Chancellor is a position at an executive level that ranks below a Deputy Vice-Chancellor. |
| Registrar and/or chief finance officer | The Registrar and/or chief finance officer commonly oversees administrative affairs such as admissions, student services, facilities management, human resources, finance management, libraries and information technology. |
| Deans/ Executive Dean | The term "Dean" is normally reserved for academic administrative positions concerned with programmes and students. The head of a faculty is referred to as the Dean or Executive Dean. |
| Assistant or Associate Dean (Teaching and Learning) | The Assistant or Associate Dean (Teaching and Learning) is responsible to the executive dean of faculty for strategic leadership of learning and teaching within the faculty. |
| Head of School/ Head of Department | A head of school is responsible to the dean of faculty for academic and administrative leadership of the school or department. |
| Program / Course Coordinator | Program or Course coordinators provide leadership for a program/course within a university's teaching and learning environment through the development, implementation and ongoing review of award courses for the school / department / faculty. |
| Unit / Subject / Course Coordinator | Unit/ Subject coordinators have responsibility for the development, implementation and review of learning and teaching in units/ subjects. |

that of men, starts before the arrival of children and men are fast tracked through the higher education system. Statistics from the Department of Education, Employment and Workplace Relations (DEEWR) and Universities Australia, indicate that the equal status of women has not yet been achieved in Australian higher education. According to DEEWR (2000a, 2000b, 2004a, 2000b, 2008a, 2000b), more males are employed in academic positions than females with more males than females employed in positions of Senior Lecturer and above (see Table 1.2). Figures 1.1 – 1.3 illustrate the proportion of men and women in a typical academic career in Australian universities in 2000, 2004 and 2008 respectively.

Table 1.2. Numbers and Proportion in a Typical Academic Career by Level (Source: Department of Education, Employment and Workplace Relations (DEEWR) (2000a, 2000b, 2004a, 2004b, 2008a, 2008b))

| | 2000 | | 2004 | | 2008 | |
|--|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|
| | Males | Females | Males | Females | Males | Females |
| Doctorate by research graduates | 2226 (58.8) | 1560 (41.2) | 2602 (53.1) | 2298 (46.9) | 2190 (48.69) | 2308 (51.31) |
| Lecturer A | 3034 (46.99) | 3424 (53.01) | 3377 (46.25) | 3924 (53.75) | 3793 (45.05) | 4627 (54.95) |
| Lecturer B | 6411 (55.86) | 5065 (44.14) | 6765 (52.88) | 6029 (47.12) | 7193 (49.81) | 7248 (50.19) |
| Lecturer C | 5801 (70.56) | 2419 (29.43) | 5937 (65.34) | 3149 (34.66) | 6192 (60.93) | 3970 (39.07) |
| Above Lecturer C | 5852 (83.91) | 1122 (16.09) | 6550 (79.82) | 1656 (20.18) | 7959 (75.53) | 2579 (24.47) |

Richardson (2009) observes that the Australian academic workforce is feminising. Older retiring academics are mainly male. New young academics are mainly female. She predicts that this will lead to a declining status of the profession. Figure 1.4 illustrates the shift over the period from 2000 to 2008. The academic feminisation process in Australia in 2000 follows a ‘scissor curve’ pattern familiar to that in European universities (see, for example, Le Feuvre, 2009). The trend in the period 2000 to 2008 indicates an increasingly feminised academic workforce.

Figure 1.1. Proportion of Men and Women in a Typical Academic Career Aust 2000

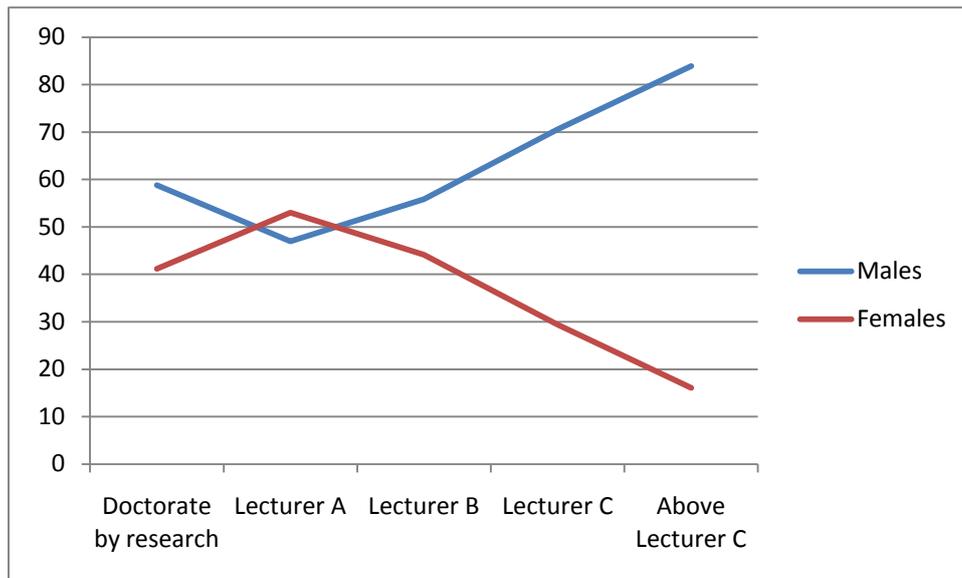


Figure 1.2. Proportion of Men and Women in a Typical Academic Career Aust 2004

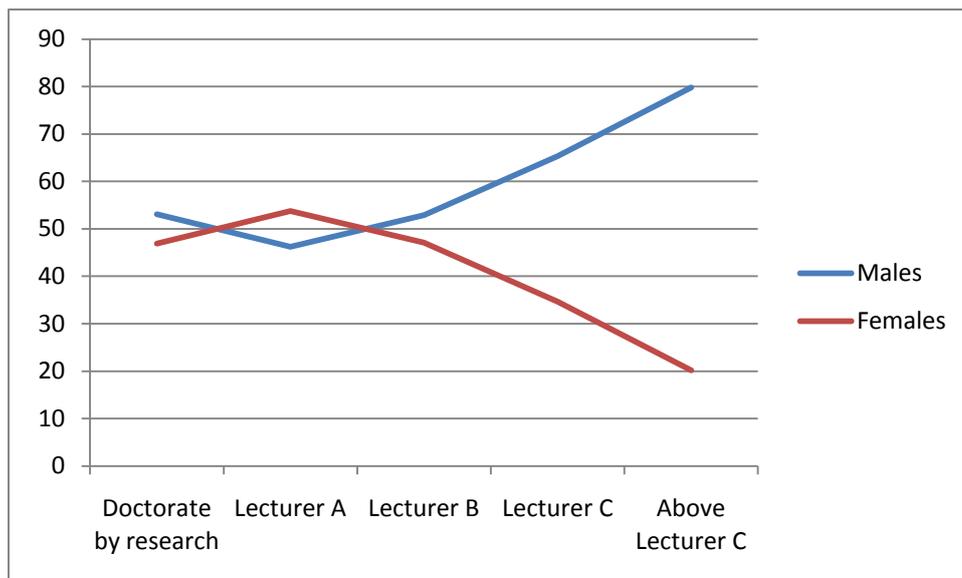


Figure 1.3. Proportion of Men and Women in a Typical Academic Career Aust 2008

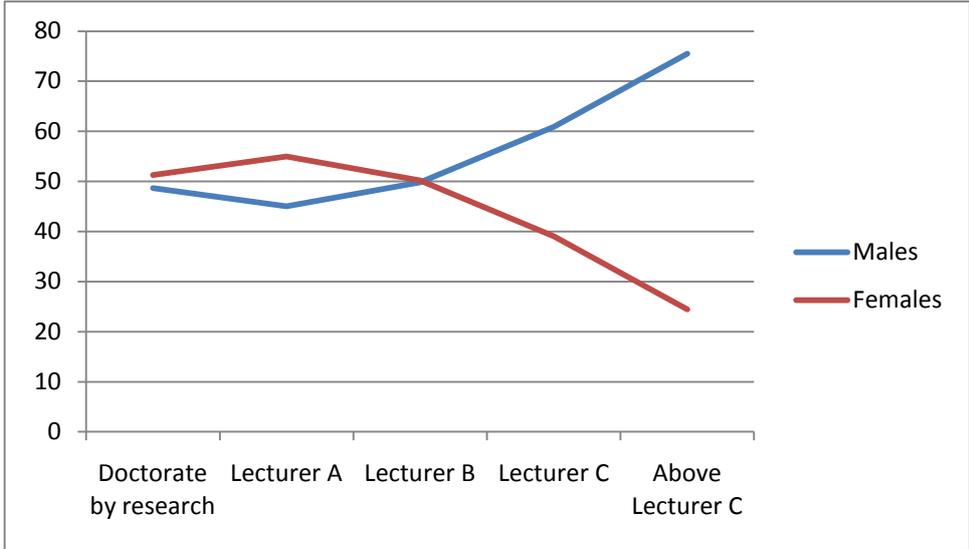
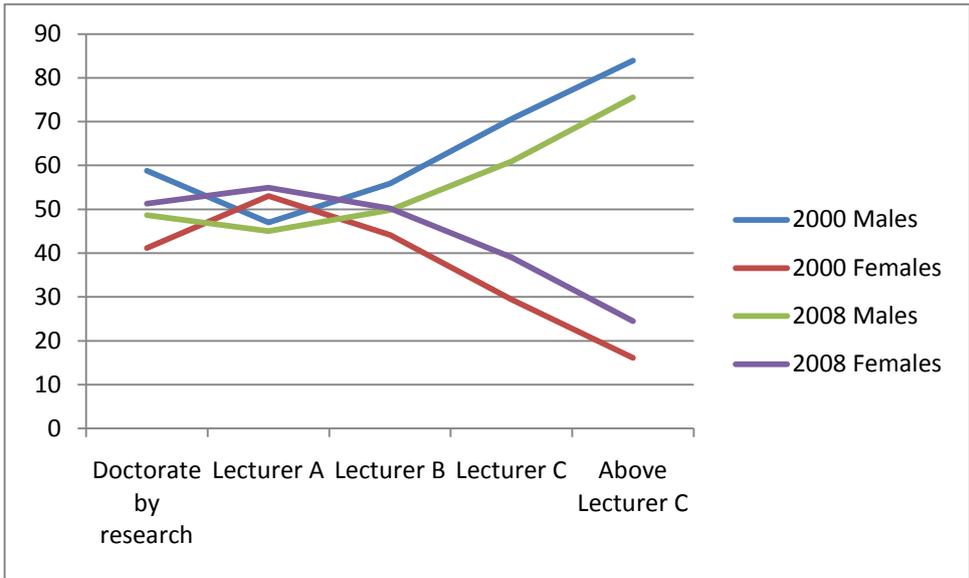


Figure 1.4. Proportion of Men and Women in a Typical Academic Career Aust 2000 and 2008



A review of the Universities Australia (2007, 2009) database indicates little change in the number and proportion of vice-chancellors and deputy/pro vice-chancellor (Academic) deputy/pro vice-chancellor (Academic). See Table 1.3 for these figures.

Table 1.3. Number and Proportion of Vice-Chancellors, Deputy/Pro Vice-Chancellor (Academic) and Deputy/Pro Vice-Chancellor (Academic) (Source: Universities Australia 2007, 2009)

| | 2007 | | 2009 | |
|--|----------|----------|----------|----------|
| | Males | Females | Males | Females |
| Vice-Chancellor | 31 (82%) | 7 (18%) | 32 (82%) | 7 (18%) |
| Deputy/Pro Vice-Chancellors (Academic) | 39 (72%) | 11 (28%) | 39 (72%) | 12 (28%) |

Hare (2010) reports that a presentation of key data to the Universities Australia (UA) revealed that “most categories of senior women [in universities] would fall well short of the 2006-2010 UA Action Plan for Women” (p. 8). Hackett states that “the momentum for women in senior positions in higher education has dropped away” (Hare, 2010, p. 19). Strachan, Whitehouse, Peetz, Bailey, and Broadbent (2010) have recently received an Australian Research Council Linkage Grant to investigate the ongoing impediments to gender equity in employment in the university sector. The career life cycle of women in senior academic, professional and management positions in universities is of particular interest in the investigation which expects to be completed in 2013 (Hare, 2010).

This, then, is the background and context for this study. The purpose and significance of this study will now be outlined and the research question presented.

1.3 Purpose of the study

1.3.1 Broad issues

The autobiographical perspectives and responses of five respected female figures in educational leadership (i.e. leadership in teaching and learning) in Australian higher education are explored in this study. The premise of this study is that, by exploring the stories of respected female educational leaders in Australian higher education, the next wave of potential female educational leaders may be inspired and guided by those who have walked the path before them. Exploring these stories will demonstrate the lenses through which leadership and leadership styles can be understood and negotiated.

1.3.2 Significance of the study

This research represents a substantial and original contribution to knowledge in a number of ways. This study explores the perspectives and responses of female figures in educational leadership (i.e. leadership in teaching and learning) in Australian higher education. The identification of significant factors impacting on the educational leadership of these figures has generated theory in relation to the nature of leadership, particularly female leadership, in relation to teaching and learning in Australian higher education. This will inform decision making and practice by identifying ways that both current and potential educational leaders in Australian higher education might develop their own leadership visions, styles and practices. Such knowledge will also improve the quality of professional development for educational leaders in Australian higher education generally. The data generated extends the knowledge of factors affecting leadership in teaching and learning in Australian higher education and suggests more complex relationships between macro and micro level contexts. The timeliness of this study is attested to by the recent attention again being given to the number of women in senior positions in Australian universities (Hare, 2010; Strachan, Whitehouse, Peetz, Bailey and Broadbent, 2010).

1.3.3 Research questions

The central research question of this study was:

What guidance and practical advice for potential educational leaders can be derived from the experiences of five respected female figures in educational leadership in Australian higher education?

Guiding questions were developed from critical engagement with the literature and provided a starting point from which to explore the central research question. The guiding questions included:

- 1) How did the participant achieve their position of leadership?
- 2) What have been their personal and professional aims, goals and values underpinning their work and their approach to leadership?
- 3) What has helped them achieve success? What has blocked achievement? What are the challenges still to be addressed?
- 4) What advice would they give to females that aspire to leadership positions in Australian higher education?

1.3.4 Research design and limitations

The research is a qualitative study using a narrative inquiry research design as a means to elicit the lived experience of five respected female educational leaders in Australian higher education. The primary method of collecting data was by elite interviews as it is a very good way of accessing people's perceptions and constructions of reality and it allows participants to answer in their own terms thus providing the rich context that is the substance of their experiences (Punch, 1998; Jones, 1985).

A limitation in terms of the scope of this study is that it examines only a small sample, reporting the experience of only five women within a particular set of circumstances, and as such this study cannot claim to be comprehensive. The information provided by participants is highly subjective and dependent on the context of the day of the interviews. The results therefore may not be generalised to other women, to other educational settings or to women in other areas of higher education.

1.4 Organisation of the thesis

The thesis is organised into seven chapters.

Chapter 1 presented the background and context for the study, outlined the purpose and the significance of the study and presented the research question the research design and limitations of the study. An overview of the presentation of the thesis is now provided.

Chapter 2 reviews a range of literature of relevance to the study including conceptions of leadership and emergence of leadership. The literature on gender and leadership is reviewed including literature on the career trajectories of women, rewards and costs of leadership for women, the leadership style of women in higher education and the relational work of leadership. In addition, the induction and professional development for leadership roles in higher education is also reviewed to help establish the context of the preparation of women for leadership in higher education.

Chapter 3 describes in detail the methodology used in the study. Specifically, it presents a rationale for the adoption of a particular research approach, that of elite interviews. The design, sample, and the collection, processing, analysis and representation of the data are described.

Chapter 4 introduces the participants and the data from the interviews are presented as profiles with responses from each participant grouped together under each analytic category.

Chapter 5 offers my interpretation of what has and is going on in the lives of the participants and how this might inform the nature of leadership by women in relation to teaching and learning in Australian higher education.

Chapter 6 presents implications of the study for practitioners and policy makers and recommendations are presented. Areas for further research to inform the nature of leadership by women in relation to teaching and learning in Australian higher education are offered.

In the concluding chapter 7, I reflect on how this research may have affected and possibly changed me and the ways in which my involvement may have influenced and informed this particular study.

CHAPTER 2: REVIEW OF THE RELEVANT LITERATURE

The leadership and management of teaching and learning in Australian higher education is now a national issue. This chapter reviews a range of literature of relevance to the study including conceptions of leadership and emergence of leadership. The literature on gender and leadership is reviewed including literature on the career trajectories of women, rewards and costs of leadership for women, the leadership style of women in higher education and the relational work of leadership. In addition, the induction and professional development for leadership roles in higher education is also reviewed to help establish the context of the preparation of women for leadership in higher education.

2.1 Conceptions of leadership

Jameson (2006) notes that, “Leadership is still an enigma, more talked about than understood, more investigated than proven. We still struggle in puzzled fascination with leadership... We still don’t really know what leadership is. It eludes comprehensive definition.” (p. 1). Smith and Wolverston (2010) suggest that “higher education institutions present a unique set of leadership challenges” and claim that “a universal statement that defines higher education leadership is futile and irrelevant” (p. 61). The term ‘leadership’ is used in a variety of ways and means different things to different people (Marshall, 2006). As a result, a variety of different theoretical frameworks for conceptualizing and understanding leadership have arisen. They create particular synergies for some people and organisations in how leadership should be understood and approached, while for others the same theory might lack relevance. Each of these theories leads to different foci in terms of the selection and development of future leaders.

Trait and behaviour theories see leadership as dependent on the personality or style adopted by the leader: charismatic, autocratic, democratic and laissez-faire, for example (Vaughn and Hogg, 2002). Leadership style is considered more important than the individual in terms of impact on group atmosphere, morale and effectiveness, with democratic leadership being the most beneficial (White, 1943, in Vaughn and Hogg, 2002).

Leadership in power and influence theories have been summarised as those in which ‘leaders lead (or influence others) by exercising the power they possess due to their position (legitimate power), ability to provide rewards (reward power), ability to threaten punishment (coercive power), knowledge and expertise (expert power) and/or personality (the extent to which others like or identify with them: referent power)’ (Marshall, 2006, p. 3).

Contingency theories build on understandings of individual leadership theories and consider the interaction of individual behaviour and the context or need at any point in time and within a situation. Fiedler (1967) indicates that the effectiveness of a leadership style will vary according to the situation or task. The theory uses two main styles of leadership: relationship (socio-emotional) oriented and task-oriented, where individuals are seen to be either one or the other. According to this theory, an organisation would require one or the other type of leader depending on the needs and values of the organisation and its specific situation. A more useful emphasis might lie in identifying in which contexts a certain style may be more appropriate and developing the awareness and flexibility of leaders to adapt their style accordingly.

In contrast to those theories discussed above, social exchange theories place much more emphasis on the followers rather than the leader. Leadership is seen as being dependent on the interaction between the group and the leader where leadership is conferred by the group. Chemers (2001)) states that leadership can be defined as “a process of social influence through which the individual enlists and mobilises the aid of others in the attainment of a collective goal” (p. 376). Linking back to other theories, referent power, democratic leadership and relationship-oriented leadership become central in enacting such leadership.

Many of the studies into academic leadership in the higher education sector draw from the traditional leadership theories based on transactional perspectives (Brown and Moshavi, 2002) while more recent studies in the area have explored academic leadership from the perspective of transformational leadership which encompass charismatic and relationship-oriented leadership styles (Conger and Kanungo. 1998; Brown and Moshavi, 2002; Pounder, 2001). Transactional and transformational leadership both sit within the social exchange theories.

A transactional approach to leadership sees leadership as being driven by the group's goals and by the distribution of skills and capabilities within the group. Eddy, Lorenzet and Mastrangelo (2008) note that, in the absence of willing cooperation by employees:

potentially less ethical means of facilitating "cooperation" (e.g., coercion, material exchange) will have to be implemented to move the organisation forward. Research has shown the use of such forceful and/or transactional methods to achieve cooperation are less successful in the long term than methods that achieve willing cooperation. (p. 414)

Mancheno-Smoak, Endres, Potak, and Athanasaw (2009) note that "transformational leadership has received more empirical scrutiny than all other leadership theories for the past two decades" (p. 12). Moss and Daunton (2006) note that:

transformational leadership is widely held to produce superior long-term results for organisations across a wide range of sectors and continents than the non-contingent reward aspects of transactional leadership ... outcome variables are ...enhanced organisational productivity, greater job satisfaction and lower levels of stress. (p. 506)

Yukl (2008) acknowledges that the research indicates that "transformational leadership can enhance subordinate motivation and performance" but notes that "these leadership theories are too focused" (p. 708).

Yukl (2009) notes that "the emphasis on a single leader's direct influence on subordinates distracts attention from the shared influence of multiple leaders ... and from the influence of leaders on programs and systems that are relevant for collective learning" (p. 50). Moss and Daunton (2006) echo this perspective stating that "the leadership style of senior management is a major determinate of organisational culture ... and through that, organisational success" (p. 506). Yukl (2008) proposes a flexible leadership theory that conceptualises leadership primarily at the organisational level and including four variables: organisational effectiveness, performance determinants, situational variables and leadership decisions and actions.

Connected to the idea of social exchange theory is the field of servant leadership first discussed by Greenleaf in 1970. With a background in management research, Greenleaf (2003, p. 16) advocated for a very different style of leadership that begins with the natural feeling that one wants to serve, followed by a conscious choice that brings a person to aspire to lead. The difference manifests itself in the care taken by the servant – first to make sure that other people’s highest priority needs are being served. This idea of the leader as servant draws on a very different set of characteristics, including social skills, empathy, awareness, stewardship, foresight, persuasion and a commitment to community building (Greenleaf, 2003).

While the educational leadership literature often refers to moral and ethical leadership as synonymous with each other, Rucinski and Bauch (2006) distinguish between the two: “briefly, “ethical” leadership is grounded in the concept of duty and personal responsibility, while “moral” leadership implies the development of virtue or moral character” (p. 491). They note that, arising with the move from bureaucratic management to a more transformational leadership, “ethical understandings allow leaders to move away from bureaucratic systems and control toward teacher empowerment and participatory decision-making” (p. 492).

Distributed leadership — that is, the ways in which leadership roles and functions are not clustered in one person who has power to influence others but are spread throughout a particular organisational environment and enacted by a range of individuals (Gronn, 2002; Lakomski, 2005) – is one such theme emerging in theory and research. The Australian Learning and Teaching Council (ALTC), for example, encourages understandings of leadership that are not determined by positional authority but as an outcome of a process of interaction between individuals and groups. A number of grant recipients under the ALTC Leadership for Excellence in Learning and Teaching Program use distributed leadership as a theoretical basis for their work (for example, Barber, Jones & Novak, 2009; Higgins, 2009; Lefoe, Parrish, Hart, Smigiel & Pannan, 2008; Harvey & Fraser, 2008; Chesterton, et al., 2008).

Bolden, Petrov and Gosling (2008) explored common and competing conceptions of leadership in higher education focusing on the school/department level. Using in-depth qualitative interviews with 152 university leaders, they found that leadership was widely distributed through people, structures and networks but that the actual

forms of leadership in higher education were better described as ‘hybrid’ in nature comprising both individualistic and collective approaches.

Eddy and VanDerLinden (2006) view the notion of distributed leadership as a political concept with issues of power and influence at stake. Similarly, Bolden, Petrov and Gosling (2009) consider ‘distributed leadership is most influential through its rhetorical value ... ultimately ... distributed leadership is a political concept’ (pp. 274–275). More positively, Knight and Trowler (2000) in their research into department-level cultures and the improvement of teaching and learning, concluded that desirable change was most likely to be achieved in collective and collaborative ways, at the level of the ‘natural’ activity system of the department. This emphasis on shared agency meant that change processes were contingent and contextualised, and that outcomes could not be predicted with any certainty. Within the school sector, Foster, Le Cornu and Peters (2000) notes the monumental shift represented by the move to reconceptualise leadership as distributed and recognise that, despite this shift school principals are challenged by how they are still represented in both practice and the literature.

While possible to be viewed as another category in the typology of leadership which specifically attempts to link leadership and learning, ‘leadership for learning’ is construed by some as a qualitatively different model (Swaffield and MacBeath, 2008). MacBeath (2005) explores the practical expression of distributed leadership in English schools and identifies six models that form a developmental sequence for the contexts and stages of distributed leadership in schools. MacBeath, Frost and Swaffield (2005) report the initiation of a three year research and development program ‘Leadership for Learning (Carpe Vitam)’. In sharing their insights from this project, Swaffield and MacBeath (2008) define ‘leadership for learning’ as:

A distinct form of educational practice that involves an explicit dialogue, maintaining a focus on learning, attending to the conditions that favour learning, and leadership that is both shared and accountable. Learning and leadership are conceived of as ‘activities’ linked by the centrality of human agency within a framework of moral purpose. (p. 42)

Waterhouse and Moller (2008) observe that, in practice within English schools, principals, teachers and students increasingly aspire to ‘leadership for learning’, but it is understood differently in different contexts.

Leithwood and Levin (2005) considered two functions to be indispensable to the meaning of leadership:

- *Direction setting: helping members of the organisation establish a wisely agreed on direction or set of purposes considered valuable for the organisation; and*
- *Influence: encouraging organisational members to act in ways that seem helpful in moving toward the agreed on directions or purposes. (p. 7)*

As with thinking in relation to any construct, ideas about how leadership is understood and viewed plus how it can be developed and approached change over time. A brief look at the list of key proponents demonstrates that some theories were developed and embraced at various points in time. As the broader context changes and as thinking, attitudes and beliefs change so have our approaches to what might be viewed as leadership. Kezar, Carducci and Contreras-McGavin (2006) state:

leadership has moved from being leader centered, individualistic, hierarchical, focused on universal characteristics, and emphasizing power over followers to a new vision in which leadership is process centered, collective, context bound, non-hierarchical, and focused on mutual power and influence (p. ix).

In this analysis, conceptions of leadership are seen to have moved away from the power and influence perspectives toward social exchange theories. We now turn to consider how leaders come to be leaders.

2.2 Leadership emergence

There has been little research on the question of the personality of leaders, their developmental characteristics or how certain people grow up to be leaders. Popper and Maysless (2007) state that very little is known about

the major psychological variables at the basis of leaders’ ego forces – forces that enable them to exert influence. Consequently

we know very little about how people develop to become leaders ... this void is conspicuous with regard to the scope of study done on ... “leaders in everyday life” ... individuals who hold leadership roles in schools or youth movements, in the family, the workplace and so forth. (p. 664, 676)

Popper and Mayselless (2007) distinguish between negative or personalised leaders and positive or socialised leaders. A negative or personalised leader is characterised by a high level of narcissism and exploitation of others for self-aggrandizement. Hitler is an example of a negative or personalised leader. Positive or socialised leaders respect their followers and are motivated to contribute to social and moral causes. Gandhi is an example of a positive or socialised leader. Early developmental processes contribute to the development of these two distinctively different types of leadership. Popper and Mayselless (2007) explore three fundamental elements to becoming a leader “the potential to lead, motivation to lead, and certain developmental contextual processes and conditions” (p. 666).

To determine the psychological capacities for leadership, Popper and Mayselless (2007) reviewed 11 qualitative reviews on leadership and two meta-analysis. In one meta-analysis, based on the Costa and McCrae (1992) Five Factor Model of Personality, extraversion and openness to experience were significantly positively related and neuroticism was significantly negatively related to leadership. A content analysis of the variables in the qualitative studies and in the foremost leadership theories and models identified major variables that determined leadership in the perception of followers. Four categories of variables emerged: self-confidence, care for others, proactive orientation and openness.

Popper and Mayselless (2007) argue that the “motivation to lead has its roots ... in the conditions of growth in childhood” (p. 671). A number of explanations for the desire and motivation to lead ascribe central importance to childhood events. Narcissistic deprivation leading to a desire to win the admiration that was lacking and needed for healthy development in early childhood is a dominant theme in the case of negative leaders. The motivation of many socialised charismatic leaders is linked to the absence of a significant father figure in childhood. Statistical evidence consistently supports this explanation. Birth order, specifically being first-born, is also linked to leadership perhaps because it is a natural continuation of the socialisation

experienced by first-borns. Also see, for example, Paulhus, Trapnell and Chen (1999) who attribute birth rank differences to “differential parental treatment of children of different birth orders (p. 482); Herrera, Zajonc, Wiczorkowska and Cichomski (2003) who link birth rank differences to parents’ expectations of, and attributions about, their children and their abilities and behaviours; and Ernst and Angst (1983) who also observed differential socialisation by birth order especially for first born children.

Psychological capacities for leadership and motivation to lead provide the building blocks for leadership in individuals but the development of individuals into leaders differs due to the different environments and opportunities that they experience over the course of their lives. As Gerhardt (2004) observes

the weight of research now makes it quite clear that these biological systems involved in managing emotional life are all subject to social influences, particularly the influences that are involved at the time they are developing most rapidly. They will develop and function better or worse depending on the nature of these early social experiences. ... the reason that our biological responses are so permeated by social influence is to enable us to adapt more precisely to the unique circumstances in which each individual find himself or herself. (p. 85)

Popper and Maysless (2007) identify experiential and vicarious learning experiences as forming the major leader developmental trajectories. The most central experiential learning experiences are those that promote a specific sense of self-efficacy in leadership. Self-efficacy develops through a gradual learning process in which the individual receives feedback from various sources regarding their abilities in a specific area of functioning. This accumulation of feedback indicates success or failure in the given area and thus perceptions of one’s ability in the area. Positive feedback leads to high levels of self-efficacy. Low levels of efficacy emerge from messages of failure. The resulting self-perception influences the stability and persistence of related behavioural responses, decision making and choice of occupation. To become a leader, an individual must develop a high level of self-efficacy as a leader. Prior experiences of success in influencing people, positive performance evaluations and high ratings by peers are related to the

emergence and effectiveness of leadership. Leaders gradually develop their self-perception as leaders from a variety of sources. High expectations and responsible roles in family and social settings (e.g., school, sports teams) can, for example, lead to positive feedback that consistently reinforces feelings of competence and centrality. The more consistent these experiences are over time, the more coherent and strong is the sense of self-efficacy.

Vicarious, or social learning, is derived from observing a model. When the observer perceives a sense of similarity between the observer and the model and the observer develops a strong identification with the model then extensive vicarious learning can take place. As Popper and Mayselless (2007) observe “if the model receives positive reinforcement (social or economic success, promotion, recognition, fame, etc), the likelihood of adopting the model’s behaviours increase” (p. 675). Many prominent leaders have been profoundly influenced by certain leadership models which have affected their core values and behaviours as leaders. While not extensively studied, recent research indicates that this is a consistent pattern that could be generalised.

Cousin (2007), in her case study of a successful female university President (Vice-Chancellor), posed the question of how this woman’s leadership could be “incorporated into a model for other women who desire to have a position of leadership? While able to link the style and approach of her case to several key leadership theories, Cousins identified a number of essential features of her case’s leadership including dedication, honesty, intelligence, strength, passion and the ability to get things done and follow through on her word. Similar to Popper and Mayselless (2007), Cousins recognised that “possessing the ... characteristics that [her case] possesses is a pre-requisite for being an effective leader, but [it] does not necessarily guarantee that one will have the opportunity to be an effective leader” (p. 101).

Limon and La France (2005) argue that “numerous investigations have supported an association between traits and leadership emergence” (p. 124). They investigated the relationship of three communication traits, argumentativeness, verbal aggressiveness and communication apprehension, with leadership emergence. Argumentativeness predisposes an individual to advocate positions on controversial issues and to verbally attack the positions taken by others on these issues. Verbal aggressiveness prompts an individual to focus on the individual not the issue and this leads them to

attack the self-concepts of others. Communication apprehension predisposes an individual to be fearful and anxious about communicating with others and they avoid or are reticent to engage in communicating with others. Following pre-testing to insure differences of opinions, 130 students from communication courses in a US university were placed in 3 person groups with a decision making task to complete. Inducing differences of opinions was successful. Argumentativeness was positively associated with leadership emergence. Communication apprehension was negatively associated with leadership emergence. Verbal aggressiveness had no impact on leadership emergence. Combined, the traits of argumentativeness and communication apprehension were more predictive of leadership emergence than either trait individually.

2.3 Gender and leadership

Gender is the total social organisation of labour based on two mutually exclusive gender categories: male/masculine and female /feminine. The gender system can be thought of as the result of a two-fold process which is historically located and evolves over time. Firstly, the members of each group are socially differentiated. What women should be and do is radically different from what men should be and do. Different national and historical contexts have led to different outcomes of this process. Secondly, these binary-differentiated groups are organised hierarchically. The specific attributes of the male/masculine are usually placed above those of the female/feminine.

The term “feminisation process” is used as a descriptive phrase referring to the entry of women into occupations from which they were previously excluded either by law or by practice (Le Feuvre, 2009). Le Feuvre (2009) notes that there is a cross-national variation in the rates that women access academic positions. She questions the conclusion of others that the academic labour market is cross-nationally gendered in a particular way. She identifies four different theoretical perspectives, or ideal-typical processes, in the sociological literature on the access of women to professional and managerial occupations. Each perspective leads to different conclusions about women’s entry into the professions, the consequences of this entry on the gender system and the impact of increasing feminisation on the profession.

The “patriarch approach” maintains the stability of the existing gender system over time. Women only gain access to subordinate positions in the profession or to positions in professions that are no longer attractive to men. Feminisation leads to the de-professionalization of the occupation. Men maintain their monopoly over the economic and power structures and continue to define the criteria for professional excellence. In academia, this approach is illustrated with the statistical data of the under-representation of women in the higher levels of the academic hierarchy and the persistence of male oriented criteria for promotion and recognition. More subtle is the huge amount of informal power held by predominantly male professors. Lopez Yáñez and Sanchez Moreno (2008) describe one such example of the full professors (all males) at a faculty board meeting chaired by the female dean and observed by one of the researchers:

In this meeting, this [professors] group made use of a more common strategy than could possibly be imagined in order to maintain their hegemonic position: humour. The meeting took place in a very relaxed fashion at all times, without problems that produced any tension. What was notable was that the professors monopolised all the jokes that were made, jokes that were often directed from one professor to another. Thus, the outcome was in fact that they monopolised most of the times to speak or, in other words, most of the available time for the meeting. In sum, they were the protagonists of the meeting, despite the fact that the matters being dealt with affected all those present equally. In fact, the [female] dean had to make a constant effort to cut the professors' digressions short and get back to the matters laid down in the agenda. To do so she had to be extremely patient, without showing herself to be irritated at any time, although she did have to be very firm on several occasions. (p. 92)

The “femintude approach”, or modified male breadwinner model, attempts to maintain the differentiation dimension of the gender system while challenging the hierarchical organisation. Women develop professional practices based on their specific social attributes to meet the needs of their female clients or user groups.

Rather than viewing these specialties as a form of professional exclusion or subordination, proponents conceive this approach as equality in difference.

“Virilitude” is a perspective drawing from notions of an inverted socialisation in which women may be gendered in a masculine way. A practical consequence of the equal opportunity policies of the 1960’s and 1970’s was that those in minority groups were required to adopt the norms and practices of the majority (Moss and Daunton, 2006). Feminisation from this perspective therefore is caused by a minority of women reproducing the masculine practices that have defined success for previous generations of men. Such “surrogate males” often are associated with the female pioneers in male dominated professions. They are also the brunt of criticism from subordinate male and female colleagues for their autocratic behaviour and perceived lack of femininity.

The “de-gendered” approach suggests that women can enter professional groups once the gender system has been weakened by in-differentiation of male and female behaviour. The feminisation process impacts on men and their professional practice. With academic credentials and a desire to develop their own careers, women are less available for providing the unpaid and largely invisible support that has historically enabled men to maintain the professional commitment associated with building a successful career. The criteria changes for professional success and recognition for both males and females.

Le Feuvre (2009) observes that “women’s personal accounts of working in a male dominated occupation often refer to more than one of these interpretive frameworks in the course of a single interview” (p. 14). Le Feuvre (2009) states:

The exclusion/inclusion of women from the academy can be achieved through several distinct mechanisms and their admission does not always result in a significant transformation of the material and symbolic foundations of the sex/gender system as a whole. ... It is also important to clearly define the model of feminisation that we want to promote in academia, since each of the ideal-typical processes ... have contrasting effects on the degree to which the existing sex/gender system is reproduced, reconfigured or transformed. (p. 20)

2.3.1 Career trajectories of women

Patton and McMahon (2006) observe that there has been “a significant increase in the theoretical and empirical work focusing on women’s career behaviour” (p. 113) but that there is no unified picture of the career behaviour of women. They observe that early theorists conceptualised and described career differently for men and women, linking sex role and occupational role and the primacy of marriage, motherhood and homemaking for women. The radical changes in the workforce in the 1970’s prompted changes in how careers were understood and an acceptance that ‘the meaning of work is as potent for women as it is for men’ (Patton and McMahon, 2006, p. 116).

White (2004) claims the “paucity of women in senior academia in Australia is in part a result of women being discouraged from enrolling in or completing research higher degrees” (p. 231). A number of other issues were also identified by White including female early career researchers being less confident and less optimistic about their careers, less likely to have research skills development, less likely to publish their research work, less likely to have secure employment and less likely to ask for assistance from superiors who were usually male. Motherhood and family responsibilities were identified as being the main constraints on women academics (Inglis, 1999; Probert, Ewer and Whiting, 1998; White, 2004). Women entered academia at lower levels than men or in casual positions, focusing on teaching rather than research. However, Moss and Daunton (2006) observed that the slowdown in women’s careers started before the arrival of children and that, relative to women, men were fast-tracked through the system. The 2008 data for Australian universities, discussed above, points to more females than males completing doctoral studies but this has not yet lessened the drastic drop in female representation at the senior levels of academia. Hare (2010) suggest that one of the factors behind women’s accidental careers was a lack of career planning by women.

Dever, Boreham, Haynes, Kubler, Laffan, Behrens, and Western (2008) in their study of graduates from the Doctor of Philosophy (PhD) program in the Group of Eight Australian universities found that “a significantly larger proportion of female graduates worked at universities (55%) as compared to male graduates (45%) (p. ii). A significantly higher proportion of female graduates were in less secure employment. Female graduates were more likely to be working part-time, and

working in academic teaching and in advising students. Their male peers were more likely to be in supervisory or managerial positions, undertaking research and product development. The gender difference in supervisory or managerial positions was more marked for graduates with children.

Australian universities work in a strong state and federal equal opportunity framework (Bagilhole and White, 2008; Chesterman, 2000). Despite this, a continued pattern of inequity in women's employment in universities continues. Chesterman (2000) concludes that the lack of representativeness of women in senior management positions provides "evidence of continuing systemic and cultural barriers to women's progress" (p. 2). Laffety and Fleming (2000) attribute the lack of effective implementation of EEO initiatives to the undermining of the hierarchical line management in universities. More recently, Winchester, Lorenzo, Browning and Chesterman (2006) examined the hypothesis that the under-representation of women in senior positions in higher education reflected barriers in the academic promotions process. They reviewed policy and guidelines from all Australian universities and interviewed key 'gatekeepers' from 17 of these. They concluded that "within the Australian higher education sector there is considerable good practice in promotions policy and implementation" (p. 519) and that the under-representation of women in senior positions in Australian universities is a "deep-seated cultural issue requiring cultural and generational change" (p. 519) rather than a result of poor policy or inconsistent policy implementation. The *Second Action Plan for Women Employed in Australian Universities* recognises the need to continue to address the challenges facing women who enter and contribute to higher education (Australian Vice-Chancellors Committee, 2006, p. 1).

Bagilhole and White (2008) observe that women are more likely to be appointed to leadership positions in universities with problematic circumstances and often appointed to challenging leadership positions requiring massive tasks such as the improvement of an institution's financial position or transforming a university culture. Such circumstances are usually associated with much higher risks of failure and criticism. Ryan and Haslam (2005), following their study of the performance of FTSE 100 companies before and after the appointment of a male or female board member, argue that "while women are now achieving more high profile positions, they are more likely than men to find themselves on a 'glass cliff', such that their

positions are risky or precarious” (p. 81). Women attaining leadership roles are subject to greater scrutiny of their performance than men and gain less positive evaluations of their performance than men (Ryan and Haslam, 2005). The ‘glass cliff’ phenomenon appears to be pervasive with studies confirming that, across a diverse range of scenarios (business, politics, law), a female candidate was more likely to be chosen over an equally qualified male candidate to lead a hypothetical organisation whose performance was improving or declining (Ryan and Haslam, 2006a; Haslam and Ryan, 2008). Glass cliffs are not considered, however, to be universal or inevitable (Adams, Gupta and Leith, 2009; Ryan and Haslam, 2009). Factors suggested as contributing to this ‘glass cliff’ phenomenon vary and include sexism, in-group favouritism, women accepting risky leadership positions because they experience a lack of opportunity to progress, women being considered more expendable than men and thus potential scapegoats, lack of networks and support, gender stereotypes, mis-guided attempts to demonstrate equality, and women being considered more likely to have the particular skills to better handle risky leadership positions (Ryan and Haslam, 2006b; Ryan, Haslam and Postmes, 2007).

Chesterman, Ross-Smith, and Peters (2005) in their study of the impact of female senior women executives on management cultures in the five Australian ATN universities, observe that the academic careers of men and women follow different pathways with male academics being more likely to seek promotion than their female peers at the same level. They note that “senior academic men were clear about what they saw as typical academic careers” (p. 167) and that “a relentless pursuit of career progression through promotion [was] representative of more common masculine norms” (p. 178). Male participants more commonly commented on working overseas or interstate. The age group of women in their study was most commonly 50-69 years. Many had experienced overt gender discrimination, attempting to forge an academic career within a culture where work was seen as peripheral to women’s lives. Other factors impacting on their relatively slow career progression included “child-rearing, poor childcare facilities at the time and following their husband’s postings in different parts of the world at the expense of their own careers” (p. 169). Getting women to apply for jobs was perceived as problematic with many women expressing uncertainty about their credentials in contrast to men who are “actively fostered more and they’re pushier” (p. 172). Women’s unwillingness to apply for,

and avoidance of, senior positions was linked to the issues of lack of confidence, reticence, ambivalence, seeking balance and resistance. Women who have been successful are perceived to have “well-developed support systems in their outside roles, which thus liberated them to apply for senior positions” (p. 174).

The imposter phenomenon (IP) is a psychological construct identified by Clance and Imes (1978) to describe the phenomenon in which high achieving individuals are unable to internalize their accomplishments and feel like intellectual frauds. IP is typically experienced in academic- and career-related settings (Eschbach, 1990). Clance and Imes (1978) worked with 150 highly successful women from a wide range of professional fields such as law, nursing, medicine, social work, and university teaching, plus students at graduate and undergraduate levels in clinical settings such as individual psychotherapy or theme-centered interactional groups or small discussion-oriented college classes (Clance and O’Toole, 1987). Despite earning degrees, obtaining high scores on standardized tests, or professional recognition from colleagues or organizations, the women did not experience an internal sense of success and dreaded others discovering that they were not as competent as they appeared to be. They negated positive feedback and believed negative feedback and tended to remember the negative feedback as evidence of their deficits.

In a study of thirteen professional women from the fields of education, law, medicine, and psychology, the onset of IP feelings usually occurred during the transition from childhood to adolescence, usually within the academic realm and the developmental progression of the feelings was non-linear (Fruhan, 2002). Positive and significant correlations have been found between IP and age, and IP and self-esteem in women of color with younger women more likely to identify with the IP compared to older women and women with higher collective self-esteem less likely to identify with the IP (Lin, 2008). In her study of eighty successful career women working in traditionally masculine careers such as business, engineering, law, and psychology, Hirschfeld (1982) found that women who suffer from IP were less likely to attribute their success to their ability compared to their peers who did not suffer from IP. Buchalter (1993), in her study of male (N = 53) and female (N = 51) marketing managers, found no significant difference on IP. The construct was as

relevant to the men as it was to the women. IP was related more consistently to job success and satisfaction than fear of success or fear of failure.

While no significant gender differences were found for either construct, parentification and the impostor phenomenon are moderately correlated (Castro, Jones and Mirsalimi, 2004). Parentification is an “instrumental (e.g., performing house hold chores) and/or expressive (e.g., serving in the role of confidant) role in which a child of a family sacrifices his/her needs for attention, guidance and comfort in order to care for the needs of others” (Levine, 2009, p. 3). In large families, the oldest child and, typically, the female sibling are more likely to become parentified (Levine, 2009.) Women with IP tendencies work hard, outperform others and overachieve often resulting in negative behavioural and emotional consequences such as distorted cognitions, depression, weight gain and substance abuse (Ahlfeld, 2009). Emotional distress, feeling silenced and experiencing discomfort when interacting with colleagues were identified as negative implications for them in the workplace by women with IP with increased motivation, thoughtfulness, conscientious and humility in their work identified as positive implications of IP (Fruhan, 2002). Secure work that is relevant to the woman, which is aligned with her values and her desire to contribute to something beyond herself, having a core group of long-term friends and mentoring relationships that developed organically out of a woman's social network or work relationships is associated with women navigating their way through the phenomenon ((Ahlfeld, 2009). Supervisors and mentors were important in normalizing the experience and providing positive feedback (Fruhan, 2002).

Sullivan and Mainiero (2007) observe that the ‘push’ of technology to more adaptable and flexible work and the ‘pull’ of individuals wanting to maintain a balance between work and family life has created a major paradigm shift in how careers are developed, created and shaped. They note that the younger generation of workers are prioritizing their family lives. They conducted two in-depth qualitative studies to examine how gender differences impact the enactment of careers. They identified two major patterns which they describe as an alpha and a beta career pattern. Over their life spans, people with an alpha career pattern were strongly focused on their career and concentrated first on challenge, then authenticity, then balance. Those with a beta career pattern had adjusted their careers to have a more

balanced family/non-work life in relation to their careers. They concentrated on challenge, then balance, then authenticity. The priority placed on careers changed over time switching between career and family based on the demands of their lives and work. Sullivan and Mainiero identified three parameters that caused people to reflect on their career decisions and to make changes to better meet their needs in relation to career, family and themselves. Over the career span, at any given time one of the parameters would have priority while the others persisted with less intensity. They described the parameters as:

- *Authenticity, defined as being true to oneself in the midst of the constant interplay between personal development and work and non-work issues;*
- *Balance, defined as making decisions so that different aspects of one's life, both work and non-work, form a coherent whole; and*
- *Challenge, defined as engaging in activities that permit the individual to demonstrate responsibility, control, and autonomy while learning and growing.* (p. 247)

Despite the great changes in the workplace and the advances in gender equality, Sullivan and Mainiero noted dramatic differences between the career histories of men and women. Generally men followed an alpha career pattern while women followed a beta career pattern. A small number of women followed an alpha career pattern while some younger men were consciously developing a beta career pattern. They noted that “the careers of men were more sequential than those of women” (Sullivan and Mainiero, 2007, p. 248).

Men were observed to focus on their career ambitions first and to define issues of balance differently from women with balance becoming important in mid-career and very strong “often wistfully so” in the later stages of a man’s career (p. 249). Younger men, however, were carving a different career path for themselves compared to older men. Those 30 or under, for example, were planning reduced working hours after the birth of children in contrast to older men who chose to increase their working hours after the birth of a child.

Women in mid-career were more likely to make adjustments to their careers towards more flexible schedules. By late career, women were interested in being authentic, true to themselves, creating their own path on their own terms and making decisions in an authentic meaningful way.

Sullivan and Mainiero observed that “often, behind a high level alpha career pattern woman is a beta career pattern man at home” (p. 251). Many of these men only adopted this role after having pursued their own challenging career. For women choosing a high level alpha career pattern, a significant number, 42% in US corporations, for example, choose not to have children, a choice not usually made by high level alpha career pattern men.

Turner (2007) used in-depth interviews and cross-case comparisons to explore the paths taken by three women of colour ‘firsts’ who were presidents (vice-chancellors) of public degree-granting universities. They had made history as the ‘first’ of their gender, race and ethnicity to take these positions. Turner identified common themes that cut across the experiences of these three women:

... the importance of early educational and career success; the important role of interpersonal connections; their style of leadership, which built community out of difference; their responses to initial challenges in their role as president; their courage as they anticipate the future and do the unprecedented; what it means to be first; and the role a positive individual and institutional match plays in their work lives. (p. 15)

Basic factors that resulted in the successful presidencies of these women included goal-setting, being guided by their vision and values, appreciating their unique campus sites, paying attention to the development of and adherence to their campus mission statements, maintaining their gendered and cultural identities, participating in professional activities interacting with and helping others, and reading about the lives of other women of colour.

Mentors are more experienced, senior individuals who offer advice and development support to a less experienced peer (protégé). Mentors play a significant role in socialising both subordinates and protégés. Mentoring is positively associated with the number of promotions, career satisfaction and expectations for advancement,

career commitment, job satisfaction and intention to stay in an organisation (Dawley, Andrews and Bucklew, 2008, p. 236). De Vries, Webb, and Eveline (2006) also observe that “formal mentoring programmes for women have become a popular strategy to combat some of the difficulties women face in a male-dominated environment, including lack of easy access to informal “old boys” networks, shortage of appropriate mentors, lack of access to sponsorship and patronage, and inability to navigate the political maze” (. 573). In their study of the impact of mentoring programs on mentors they found that mentors reported significant benefits for themselves, for mentees and for the organisation itself as a result of their participation and that a long-term mentoring programme for women has the potential to be an effective organisational change intervention. Significantly, male mentors reported increased understanding of and sensitivity to gendering processes in the workplace.

Effective mentoring and championing contributed to the successful progress of women of colour to the professoriate and to academic administrative careers (Turner, 2007). But, as many of them noted, “I did not aspire to be a president, it sort of happened ... its all so coincidental because no one planned” (Turner, 2007, p. 25). While it may have “just happened” for them, these presidents were working to provide structural opportunities that supported others in an intentional way. There was a strong commitment to mentoring others just as they were mentored. Maitra (2007) also found that female Vice-Presidents (Deputy Vice-Chancellors) provided excellent advice to women who aspired to be leaders in the academic professions. This advice covered a range of topics including politics, strategy, power, education, values, ethics, spouse, family and friends.

Lopez Yáñez and Sanchez Moreno (2008) found that the women studied in their research when appointed to their leadership roles in Spanish universities took over extremely complex situations requiring serious personal commitment. A consistent theme in the stories of the women they interviewed was an invitation, usually from a male mentor, to become involved in leadership and management at a critical moment and in a way that could not be turned down. The experience becomes an initiation trial with the possibility for greater and better integration into the organisation and an opportunity to gain the trust of the group while the group test her loyalty and whether she is one of them. Over time, the woman discovers that her personal characteristics

are well adapted to the tasks and functions expected of her. The woman's leadership becomes more independent of her mentor and she reaches prominence as a leader in her own right.

2.3.2 Rewards and costs of leadership for women

Leadership is frequently stereotyped as masculine (Ridgeway, 2001; Schein, 2001; Ragins and Sundstrom, 1989). Alvesson and Billing (1992) observe that both men and women exercise leadership in diverse and contradictory ways. Attempts to reduce these characteristics to a bipolar model based on "masculine" and "feminine" leadership characteristics lacks an empirical base and discourage both men and women from adopting characteristics labelled as "feminine". Court (2005) also argues for a reduction on emphasis on a bipolar model.

Women are less likely to feel comfortable in leadership positions than men (Lips, 2001). The social and practical costs of leadership for women in mixed-gender situations are higher than for men. Costs for women in claiming leadership include criticism and intolerance, encountering resistance and doubts about their leadership, more penalties for being dominant, social disapproval and discomfort based on violation of gender norms, gender role strain, needing to prove themselves repeatedly in order to gain influence, status and high salary, perceptions of less likableness than men, unfavourable responses from men in particular when they communicate self-interest, a perpetual struggle to balance work and family responsibilities and conspicuousness associated with being one of a few female leaders (Lips and Keener, 2007). Despite their lesser presence, staff report a high level of satisfaction with women leaders linked to the women's communicative and social skills (Acker, 2005; Erkut, 2001)

Naylor (2007) confirmed that the behaviour and experience of women is influenced by organisational structure and environment. Significant differences were found in the perceptions of barriers to female career advancement with women experiencing different treatment and advancing less than male colleagues. Lips and Keener (2007) note that extensive research has supported the findings that women are less likely than men to take the lead in mixed-sex situations. The personality trait of dominance is considered a good predictor of leadership emergence. Individuals with the most dominant personality tend to emerge as leaders when paired with another person in

task-oriented two way interactions. Megargee (1969) found that the only exception to this occurred when the high dominant person was a woman paired with a low-dominant man. In these cases, the woman was more likely to let the man take the lead. The findings of Megargee have been replicated over succeeding decades (Lips and Keener, 2007).

Lips and Keener (2007) observe that women leaders are caught in a double bind. They are almost bound to violate either feminine role expectations that emphasise communality or leadership role expectations that emphasise agency. According to role congruity theory, women who deviate from their expected gender role are more likely to be judged harshly (Eagly and Karau, 2002). The reward/cost ratio is more favourable to women in female dominated or defined situations. Those who lead in stereotypical feminine areas are less likely to experience prejudice and discomfort. Those women leading in male-dominated areas or who use a stereotypically masculine style are more likely to be judged harshly as leaders (Ely, 1995; Apfelbaum, 1993; Eagly, Makhijani, and Klonsky, 1992). Women are as likely to assume leadership in feminine-typed tasks as high dominant men on masculine-typed tasks (Ritter and Yoder, 2004). Moss and Daunton (2006) postulate that women adopt leadership styles that reduce perceptions of role incongruity and that this may account for observations by researchers that women and men manage differently.

Eveline (2005) observes that women in male-dominated fields are given the message that they need to conform to a heroic image of leadership ... women who refuse to conform to that image are the most stressed” (p. 653-4). Eveline (2005) states:

aligning women with power ... is invariably a highly contested tasks ... [citing] Sinclair (1998p. 109) “even before they open their mouths or act, men are likely to be endowed with power and the potential for leadership”. In effect, the customary examples, language and concepts that evoke leadership associate organisational power with men, and leadership with masculinised ways of knowing (such as tough-mindedness, emotional detachment) and doing (such as assertive self-promotion, making “hard” decisions and disconnection from family responsibilities). (p. 656).

Women leaders are strongly motivated by the prospect of having a positive impact on the world (Cantor and Bernay, 1992). Women will emerge as leaders if provided with incentives (Lips and Keener, 2007) and will tolerate the personal and social costs to gain influence, status and high salary (Gibbons, 2001). Lips and Keener (2007) argue that while:

men are also motivated by the rewards associated with leadership ... women who may anticipate more leadership costs in terms of social disapproval and role strain, are especially in need of rewards to balance such perceived costs” (p. 564) ... by making the potential rewards for leadership more salient, or by designing rewards specifically targeted to appeal to women, it may be possible to overcome the disproportionately higher leadership costs for women associated with the normative assumption that men will take charge. (p. 571)

2.3.3 The leadership style of women leaders in higher education

Several recent studies have set out to examine and analyse the leadership styles of women leaders in higher education in order to better understand and inform models for women who aspire to positions of leadership in higher education.

Allan, Gordon and Iverson (2006) note the image of the autonomous, solo leader persists in U.S. higher education. The alternative to this dominant discourse is the leader “constructed as the facilitator helping others move toward collective action ... This requires a great amount of interpersonal skill and a temperament that is willing to work with others.” (p. 55).

Eddy and VanDerLinden (2006), in their study of community college administrators self-reports of their leadership, found that “few differences existed in how men and women defined their leadership” (p. 22).

Sanchez Moreno and Lopez Yáñez (2008) conducted case studies in order to explore the leadership styles and power networks of women leaders and their leadership roles in the transformation of Spanish universities. New forms of leadership were recognizable in the way that women exercised power. They observed that these new forms of leadership could contribute to the development and improvement of higher

education organizations. Apfelbaum (1993) found that cultural context made a dramatic difference in the experiences of female political and corporate leaders in France and Norway. Being a female leader in Norway was easier because women's leadership was considered normal and was expected. Le Feuvre (2009) compares female professors in Germany and France. The work-life interface of each is quite different. French female professors predominantly have full time continuous careers while the dominant norm in Germany was discontinuous part-time employment. In France, the career paths of female academics are compatible with the activity rates of French women in general whereas those of German academics set them apart from female role models in Germany. In Turkey, "historical, social and cultural factors, rather than leadership styles, explain the high representation of Turkish women in professorial positions" (Özkanlı and White, 2008, p. 60). Transparent regulations around selection and promotion for academic employment, academic careers being constructed as 'safe' and 'proper' choices for graduate women and male graduates seeking better financial prospects outside the university sector have contributed to considerable growth in the representation of women in senior academic positions.

In terms of their leadership style, Lopez Yáñez and Sanchez Moreno (2008) found that women are flexible and adaptive leaders who do not adopt a clearly identified leadership style. Strong transformational leadership styles focus on visibility, charisma and inspiration. Women in their study, however, were not "transformational" but did transform their organisations whether at the university, faculty or departmental level. Lopez Yáñez and Sanchez Moreno (2008) note that "once women reach power, they seem to be effective in accomplishing significant change, as perceived by their followers, the majority of whom feel satisfied with such changes" (p. 99).

2.3.4 The relational work of leadership

The research into the role of women in organisations and the research on leadership converge on the use of social skills and people-centred approaches (Lopez Yáñez and Sanchez Moreno, 2008).

Eveline (2005), in her case study of Fay Gale, first female vice-chancellor of the University of Western Australia and second female vice-chancellor in Australia, explains that Gale's relational approach reshaped enactments of power and authority

in ways that positioned them as collaborative and mutually respectful. Eveline depicts the ‘ultimate projection of such relational capacity ... is encapsulated by the Chinese philosopher Lao Tsu who said “Leadership is best when the people say: ‘we have done this ourselves’” (p. 655). Relational capacity is generally associated with the feminine. Women often are expected to, and do, practice relational skills more easily. Eveline (2005) observes that “relational skills are also associated both with the domestic sphere and with servicing the needs of the more powerful” (p. 655) and claims that if a woman’s leadership process is at times consultative it is likely that it will not be recognised as leadership. Fletcher (2002) notes that “strong, societal beliefs about individual achievement and meritocracy” ensure that, in the workplace, relational skills are unconsciously associated with “a lack of power” (p. 3).

Bagilhole and White (2008) note that a gendered style of management in higher education is suggested in the literature. Chesterman (2004), in reporting on a study of the impact of female senior women executives on management cultures in the five Australian ATN universities, observes that a common theme in interviews with female participants was “their emphasis on the importance of good relationships with those with whom they worked, both for themselves and the organisation” (p. 7). Male university managers, on the other hand, are “prepared to sacrifice collegiality, leisure and family” (Bagilhole and White, 2008, p. 10).

Turner (2007) in her study of three women of colour ‘firsts’ who were presidents (vice-chancellors) of public degree-granting universities noted that:

Each president also underscored the importance of developing and sustaining respectful relationships with their campus staff, faculty, students and members of their trustee boards ... They acknowledge that what they have accomplished was due, in large part, to people who play supporting roles. They said that different styles work in different circumstances and with different people. Being flexible, approachable, and looking for common ground is just as important as being a visible presence on campus and in the community. ... These women value working with people. Each describes a way of tapping into the potential of people around them and seeking solutions on a collective basis. Getting people to move in the same

direction is critical to accomplishing goals. Their leadership styles have proven to be both effective and workable. (p. 18)

Each of these women had developed a unique vision for their work which “underscored the importance of adhering to a set of institutional core values, which include the importance of treating people with respect, seeking consensus, being polite, and being humble” (Turner, 2007, p. 22). A common refrain was that they wanted to make a difference, and “all three presidents appear to feel that there is something to be gained in being true to oneself” (Turner, 2007, p. 28).

Mastrangelo, Eddy and Lorenzet (2004) explore two concepts that consistently appear in the research literature “concern for task” and “concern for people” (p. 437). They describe the constructs as ‘professional leadership’ when referring to task-oriented behaviours and “personal leadership” when referring to people-oriented behaviours. Professional leadership encompasses the formal part of leadership. Professional leadership behaviours include setting a mission and direction, creating a process for achieving organisational goals and aligning people, infrastructure, processes and procedures. Personal leadership refers to the personal behaviours of leaders as they perform their responsibilities of professional leadership. Such behaviours include sharing authority and information with employees, building trust, caring and supporting people and predominantly acting morally. Effective leadership includes both. Mastrangelo et al (2004) explored the perceptions of organisational leadership as opposed to individual leadership. They examined 248 responses from individuals across 200 organisations in order to determine the relationship between professional leadership, personal leadership and willing cooperation of followers. They found that personal leadership mediated the relationship between professional leadership and the willing cooperation of employees

Eddy, Lorenzet and Mastrangelo (2008) tested the model of Mastrangelo et al. (2004), extending the study to include job satisfaction and organisational commitment. The willing cooperation, job satisfaction and organisational commitment of employees have been treated by researchers as both predictors of other organisational outcomes as well as outcomes themselves. In the survey of 182 employees in a single organisation, personal leadership emerged as a statistically significant predictor of willing cooperation, job satisfaction and organisational commitment. The impact of professional leadership on all three outcomes was not

significant. Personal leadership clearly mediated the relationship between professional leadership and the three outcomes studied.

Success in influencing people is one of the most important determinants of the effectiveness of leaders and managers (Yukl, Seifert, and Chavez, 2008, Yukl and Tracy, 1992). Yukl and Tracy (1992) investigated the frequency and effectiveness of various influence tactics when used with subordinates, peers and superiors. The nine tactics had been used in prior research but not previously investigated together. They were rational persuasion, inspirational appeal, consultation, ingratiation, exchange, personal appeal, coalition, legitimating and pressure. The participants in the study were 128 managers. Half were from manufacturing companies and half from service companies. All had been in their positions for more than one year. The managers distributed questionnaires to their direct supervisor and 10 other people drawn from a representative sample of peers and subordinates. In total, 526 subordinates, 543 peers and 128 supervisors responded. The three tactics likely to be viewed as socially acceptable, consultation, inspirational appeal and rational persuasion, were moderately effective in influencing task commitment regardless of direction and were strongly correlated with managerial effectiveness ratings. The three tactics likely to be viewed as socially undesirable, pressure, coalition and legitimating, were usually ineffective. Ingratiation and exchange were ineffective in influencing supervisors, and moderately effective in influencing peers and subordinates.

As Bruch and Walter (2007) observe “Higher and lower level leaders face fundamentally different contexts” (p. 711). They investigated the impact of hierarchy on specific transformational leadership behaviours by collecting survey data from 448 managers of a multinational corporation in Sweden. They investigated whether transformational leadership behaviours varied between upper and middle managers and whether these behaviours differentially influenced the job satisfaction of the direct subordinates of the upper and middle managers. They focused on four key behaviours: idealised influence, inspirational motivation, intellectual stimulation and individualized consideration or support. Idealised influence and inspirational motivation occurred more frequently and had greater effect on subordinates’ job satisfaction when enacted by leaders at higher hierarchical levels. While occurring at similar rates across middle and upper levels, intellectual stimulation had greater effect on subordinates’ job satisfaction when enacted by leaders at higher

hierarchical levels. Individualized consideration or support enhanced subordinates' job satisfaction irrespective of hierarchical level. Bruch and Walter recommend that organisations encourage individualised consideration and support by middle managers, deliberately emphasizing these behaviours in leadership development and training.

2.4 Career and leadership development for women in higher education

The need for work to better prepare educational leaders in higher education is particularly pressing in the light of the current factors directly impacting on the teaching environment in Australian universities. Ramsden (1998) writes “it is the task of academic leaders to revitalize and energise their colleagues to meet the challenge of tough times with eagerness and with passion” (p. 3), yet, Pounder (2001) claims there is “a lamentable lack of leadership preparation for those assuming such a role” (p. 288). Most educational leaders are not prepared for their roles and learn through trial and error in, and by surviving, their leadership and management experiences (Buendia-Bangle, 2005). By 2006, there was emerging evidence that not only was there an identified need for systematic, structured support for academic leadership across the Australian higher education sector, there was also ill-founded and mis-conceptions of leadership in teaching and learning in higher education (Anderson and Johnson, 2006). The Carrick Institute (now the Australian Learning and Teaching Council) realised that “there would be value in undertaking work to support understandings of ‘leadership’ to underpin [their Leadership for Excellence in Learning and Teaching] program” (The Carrick Institute, 2006).

Rhodes, Brundrett and Nevill (2008) state that leader talent identification, development, succession and retention is ‘sparsely investigated’ and that there is ‘little information concerning leadership succession and its management ... available in the education sector’ (p. 312). Popper and Mayseless (2007) also note that:

characterisation of individuals in terms of their capacity to become leaders may be of significance in leadership training and development. To invest in those who have high capacity and high motivation to lead seems to be a most beneficial approach in terms of instrumental cost-benefit considerations. (p. 677)

Lowy, Kelleher and Finestone (1986) discovered that the most effective leaders valued learning on the job, sourced information from others and continually looked for ways to improve practice. Rucinski and Bauch (2006) state that:

intelligence does not develop exclusively as a result of action and experience; it develops as a result of reflection on action and experience [and note that] the application of reflective thinking in the preparation of teacher educators preceded its use in educational leadership preparation programs whose primary grounding has been in management and administration. (p. 489)

Devos (2004) notes, however, that “women's choices as lower-level academics are severely constrained by the discursive and non-discursive practices of the institutions” (p. 602). How then do universities intervene to improve the leadership prospects of female academics?

Professional development programmes for women are one of the main institutional responses to the continuing low representation of women in senior leadership positions in Australian universities (Devos, 2004). A number of professional development programs specifically focused on women are available from para-university bodies. Guichard and Lenz (2005) state that career development interventions “aim to help people find answers to personal and career development questions that stem from the societal context in which they live” (p. 17). Various programs have been developed in recent times in an attempt to meet the development needs of leaders in higher education – see for example, the Servant Leadership Program (Polleys, 2002), and the ACE Fellows Program (McDaniel, 2002). Many projects under the Australian Learning and Teaching Council Leadership for Excellence in Learning and Teaching Program (Australian Learning and Teaching Council, 2010) have worked to address this need. The major outcome of this program is expected to be a ‘demonstrable enhancement of learning and teaching through leadership capacity building’ (Australian Learning and Teaching Council, 2009, p. 5). Parker (2008) in reviewing the program observed that “few Projects focused directly on this outcome and very few attempted to link the Project outcomes directly to student learning outcomes and to student perceptions of whether their own learning had been enhanced” (p. 17). Parker observed, “many projects appeared to assume that if staff were developed as academic leaders, then eventually students

will benefit. Intuitively this may be acceptable, but at this point it is not really evidenced based ..." (p. 23). A literature review commissioned to explore the existing evidence of the effect of staff development and staff leadership development on student learning outcomes found that the research is scant and no studies were found that focused specifically on the leadership development impact on student learning in the higher education sector (Southwell and Morgan, 2009). A number of models attempt to link leadership with student learning outcomes in higher education (see, for example, Ramsden, Prosser, Trigwell and Martin, 2007) but these generally are still considered speculative.

A leader in the field of professional development for Australian women in higher education, the Australian Technology Network Women's Executive Development Program (ATN WEXDEV) began operation in 1996. The program involves senior women from the academic and professional staff of the five ATN universities. Its objectives "move from the individual, through the institution, the network and the wider society and highlight the importance of working collaboratively with other organisations" (Chesterman, 2001, updated 2003, p. 4). The ATN WEXDEV has achieved a number of significant outcomes including strategic partnerships, establishment of an annual lecture series and scholarships for postgraduate study in gender equity, nationally organised seminars and workshops and recognition by women in the ATN of the programs impact on their own commitment to professional development (Chesterman, 2003). Combining together, Universities Australia Executive Women and the recently established LH Martin Institute for Higher Education Leadership and Management offer a mentoring program for senior women. The LH Martin Institute for Higher Education Leadership and Management offers a program for Women in Research Leadership.

Cook, Heppner and O'Brien (2005) state that "any framework used to conceptualise the career development of women ... must accommodate the multiple influences shaping their experiences concurrently and over time" (p. 166). Recognising that, while an individual woman is "an active agent in her lifelong career development ... she is strongly influenced by factors outside of her choosing" (p. 175), they adopt an ecological approach to career counselling which remains focused on the individual woman but their goals and methods aim to also optimise the interactions of the individual in context. They note that the challenge is "to make the environment more

helpful for the individual [woman] and also to help the [woman] gain skills to cope successfully in the environment” (p. 176). Similarly, Patton and McMahon (2006) propose a Systems Theory Framework (STF) as a metatheoretical framework that represents the complex inter-relationships of the many influences on an individual’s career development. STF provides a means to more explicitly represent and analyse the complex social, personal and economic situations and relationships within which an individual women operates.

2.5 Summary

Higher education institutions present a unique set of leadership challenges. In this chapter, a variety of different theoretical frameworks for conceptualizing and understanding leadership have been reviewed. Very little is known about how people develop to become leaders, particularly those individuals who hold everyday leadership roles. Certain personality traits are associated with leadership emergence. The psychological capacities for leadership and motivation to lead provide the building blocks for leadership in individuals. The development of individuals into leaders then differs due to the different environments and opportunities that they experience over the course of their lives.

There are different theoretical perspectives in the sociological literature on the access of women to professional and managerial occupations. Each perspective leads to different conclusions about women’s entry into the professions, the consequences of this entry on the gender system and the impact of increasing feminisation on the profession. The academic labour market does not appear to be cross-nationally gendered in a particular way. Glass ceilings and glass cliffs are not considered to be universal or inevitable and a number of factors may contribute to these phenomena. In Australian universities, however, despite a strong state and federal equal opportunity framework, a continued pattern of inequity continues in women’s employment in universities. Dramatic differences between the career planning, histories and trajectories of men and women are observed.

Bipolar models based on “masculine” and “feminine” leadership characteristics lack an empirical base, but the social and practical costs of leadership are greater for women than for men. Women leaders are caught in a double bind, bound to violate either feminine role expectations that emphasise communality or leadership role

expectations that emphasise agency. New forms of leadership are observed in the way that women exercised power with the research on the role of women in organisations and the research on leadership converging on the use of social skills and people-centred approaches.

There is little information or investigation of leader talent identification, development, succession and retention. While there are a number of leadership development programs developed over recent years specifically offered for women in higher education, recent public concern has again been voiced about the number of women in senior positions in Australian universities.

Critical engagement with the literature was used to refine the central research question and the guiding questions for this study. A matrix was developed to identify guiding questions that would focus the study on the participants’ experiences in those areas where little was known. See Table 2.1. Links between the findings of the literature review and the guiding questions.

Table 2.1. Links between the findings of the literature review and the guiding questions

| Literature shows little is known about... | Guiding question for the study |
|---|--|
| How people develop as leaders Access of women to professional and managerial occupations | How did the participant achieve their position of leadership? |
| The different career planning histories and trajectories of women | What have been their personal and professional aims, goals and values underpinning their work and their approach to leadership? What has helped them achieve success? |
| Social and practical costs of leadership are greater for women than men | What has blocked achievement? What are the challenges still to be addressed? |
| Leader talent identification, development, accession and retention | What advice would they give to females that aspire to leadership positions in Australian higher education? |

We now turn to the different matters that formed the basis of the methodology that underpinned the investigation of the experiences of five respected female figures in educational leadership in Australian higher education.

CHAPTER 3: METHODOLOGY

This chapter describes in detail the methodology used in the study. Specifically, it presents the particular narrative research approach and method adopted. The design, sample, and the collection, processing, analysis and representation of the data are described.

3.1 Research approach and design

Conventional research often removes the personal (Goodley, Lawthom, Clough, and Moore, 2004). Within the interpretive framework, stories and narratives are emerging as forms which provide “different kinds of knowledge and different ways to represent it [with] the potential to bring new meaning ... to the continuous experiences of change, of growth and of professional development” (Beattie, 1995, p. 65). Squire, Andrews, and Tamboukou (2008) observe, however, that:

narrative research is difficult; how to go about it is much discussed ... narrative research offers no automatic starting or finishing points ... the definition of ‘narrative’ itself is in dispute ... unlike other qualitative research perspectives, narrative research offers no overall rules .. (p. 1)

Narrative research has its antecedents in two parallel academic streams: the humanistic person-centred approaches within sociology and psychology and the poststructuralist, postmodern, psychoanalytic and deconstructionist within the humanities. While the theoretical assumptions underpinning these two streams contradict each other, the two streams converge in the tendency of narrative researchers to treat narratives as political, as ways to understand personal lives in social contexts. Squire et al (2008) state that “most researchers are affected by both conceptual histories” (p. 2) and this led researchers to conceptualise narrative in a variety of ways.

Narrative research was used in this qualitative study as a means to uncover the lived experience of five respected female educational leaders in Australian Higher Education. The approach adopted for this study conceptualises narrative research as a means “to understand more about individual social change” (Squire et al, 2008, p. 1). Bruner (1986) states that “language is our most powerful tool for organising

experience, and indeed, for constituting ‘realities’,” (p. 8). By recounting their experience, people make sense of their experiences and are able to communicate the ambiguity and complexity of situations as well their own complex and unpredictable influences and intentions (Carter, 1993). As Berry (2008) observes “the narrative approach reveals the unique story of a person in context” (p. 25). For Squire et al (2008) “the life experiences that infuse the data constitute the primary topic, the true ‘narrative’ ... there are assumed to be individual, internal representations of phenomena – events, thoughts and feelings – to which narrative gives external expression” (p. 5). Park (2005) writes:

Narrative does not pretend to reveal a concrete and hegemonic truth. Narrative is a way of understanding “lived experience” because we locate “narrative in human actions and the events which surround them, and in our capacity to perceive the world as consisting of ... actions, and events sequentially ordered” (Rosen, 1987, p. 13). ... Instead of searching for truth, narrative is an extremely valuable heuristic for gaining insight and understanding of a specific experience and how humans construct meaning. (p. 41)

3.2 Research method: the ‘elite interview’

Dexter (1970, pp. 18-9) suggests that elite interviewing is desirable when “we cannot be sure what interpretation of what codes, norm, affect, rule etc – guided the actions of the actors, and when this matters – when we do not know their definitions of situations”. Researchers using this methodology “identify individuals who are experts in the area and can provide insight about the issue of interest” (Kezar, 2007, p. 419) – in this case, female educational leaders who have been recognised for their contribution to teaching and learning in higher education. Thus, for the purpose of this study, interviewing is an appropriate technique for the research issue, and elite interviewing an appropriate subset of interviews as a research tool.

In standard interviewing, the researcher defines the problem and sets a schedule that looks for answers to questions based on a set of assumptions or hypotheses. In contrast, in elite interviewing, the researcher is keen for the interviewee to teach the researcher what the problem or the situation is (Dexter, 1970; Kezar, 2003).

The term 'elite' is problematic in that it brings connotations of superiority. Richards (1996) reinforces this perception with his view that "the whole notion of an elite, implies a group of individuals, who hold, or have held, a privileged position in society and, as such, ... are likely to have had more influence on political outcomes than general members of the public" (p. 199). In contrast, Dexter (1970) views an elite interview as one in which any interviewee is given special, non-standardised treatment that stresses the interviewee's definition of the situation, encourages the interviewee to structure the account and allows the interviewee introduce to a considerable extent their own notions of what is relevant rather than relying upon the researcher's notions of relevance. Within academic research, particularly in disciplines such as sociology or political science elite interviews "tend to be more open ended than the focused interview so that the interviewee can stress his or her definition of, structure, and relevant data related to a situation" (Odendahl & Shaw, 2002).

Elite interviewing is concerned with meaning and interpretation, specifically that of the interviewee. All interviews in elite interviewing are exploratory from beginning to end, and are a process of continuing discovery about the insights and perspectives of the interviewee. One of the most important functions of an elite interview is assisting the interviewer with a better understanding of the theoretical positions, perceptions, beliefs and ideologies of the interviewee (Richards, 1996).

3.2.1 The impact of the interviewer

Dexter (1970, p. 39) acknowledges that "the interviewee has to get something out of the interview – otherwise there is no reason for him to open up". Interviewees get a number of benefits from interviewing: the opportunity to teach, to tell people something, a real opportunity to talk to an understanding and knowledgeable stranger (someone who will make no claims, no use of the remarks, which will adversely affect the speaker in the future), and the concentrated attention of another human being.

Webb and Salancik (1966) remarked that an "interviewer must develop a self-consciousness about what is affecting the interviewee – including how he himself affects the interviewee (p. 139). This was reinforced by Dexter (1970) who observed that, "whether [interviewers] wish it or not, interviewing is a social relationship and

the interviewer is a part of that relationship ... the interviewer tends to affect what is said” (p. 140).

One can try and get around this situation.

One way is to ask questions objectively thus attempting to reduce cues from the interviewer. This is highly problematic in elite interviewing where the interviewer is concerned with meaning and interpretation, specifically that of the interviewee. The context within which any question is asked, including the impression the interviewer has made, and continues to make, will affect the perception of the interviewee. The fact that the interviewer, for example, is black, white, male, female, young, old, educated, and/or academic will evoke different role conceptions in enough interviewees to make a difference to responses no matter how objectively the questions are asked. Dexter (1970) encourages interviewers to “try to get cooperation by deliberately seeking to establish “neutrality on the interviewer’s side” using the interviewee’s value-loaded phraseologies and appearing to adopt, as far as he is able, the interviewee’s orientation (p. 20). Another approach is to recognise that “the interviewer is ... a set of stimuli for the interviewee [and]... the interviewee ... is also a set of stimuli to the interviewer” (Dexter, 1970, p. 147). Given this situation, an interviewer needs to pay systematic attention to stimuli that may cause reactions in an interviewee. Interviewee reactions to the interviewer and interviewer reactions to the interviewee can be very helpful, precisely because they bring the interviewer into the situation. As Dexter (1970) states:

“[while] interviewers do not normally tell us very much about themselves [to avoid being stigmatized as egocentric] ... the interviewer is part of the situation ... therefore he should be, somehow or other, subject to report” (p. 143) ...

The interviewer should be aware, intuitively at least, of different possibilities in terms of the situation, and he must include in the situation his own personality ...

The only universal requirement is that an interviewer, in analysing the interview, should try to determine what tactics he did, in fact, employ and make at least an informed guess as to how the chosen tactics may have affected what the interviewee said. (p. 27).

In order to address this, I completed the interview schedule myself, both before and after the interviews were completed. I made notes before and after the interviews to remind myself of my own feelings and perceptions at the time.

To minimise interference from visual stimuli, for example, I wore similar clothing to each interview deliberately choosing a semi-casual work style rather than a more formal work style. I wanted to encourage a conversational style of interview. I also wanted to emphasise that I was a doctoral student who wanted to learn from female leaders rather than the fact that I was the Director of one of Australia's largest teaching and learning centres with a national profile in educational leadership within Australian higher education. Three of the interviewees were aware of my position and one had asked me to present on one of my recent leadership projects after the interview to the vice-chancellor and assistant deans (Teaching and Learning) within her institution. I changed to more formal attire for the presentation.

3.2.2 The attributes of a 'good' interviewer

Apart from including reports on the interviewer and their reactions and the reactions of the interviewee to them, how can we improve the interviewer as a tool of data collection?

Robertson (2006) writes:

To get the best results ... you need to develop an interest in people as individuals, a respect for their point of view, patience and flexibility, the curiosity to ask questions, and the ability to listen to answers. Interviewers who talk too much, or impose their own ideas or opinions, will inhibit communication and miss out on important information. (p. 7)

Preparation

Thorough preparation is a cornerstone of most advice to interviewers wishing to improve themselves as 'tools of data collection'. As well as demonstrating respect for the interviewee, thorough preparation provides the knowledge and confidence to manage unexpected responses or to ask unprepared questions. As experienced interviewer, O'Brien notes, "the more you know about the topic, the issue, or the person – the better off you are" (Sedorkin and McGregor, 2002, p. 13). Dexter (1970) advises "study of [relevant] directories, Who's who, and similar sources,

about the interviewee” and recommends that interviewers “should also keep their eyes and ears very alert for relevant biographical information in a man’s office etc. Plaques and photographs often help a good deal ... [providing] a basis for introductory questions” (p. 94).

The more one knows an individual, the easier it is to determine what biases or reasons for deception, ingratiation etc, may affect what an interviewee may say (Dexter, 1970).

Mutuality and respect

Kezar (2003) notes the need for mutuality and for the interviewer to focus on the efforts of the interviewee as they attempt to make sense of their experiences and construct coherent and reasonable meaning citing examples such as the interviewer providing vocabulary to the interviewee about issues that the person is describing but struggles to find the vocabulary to name (p. 401). For O’ Brien, a fundamental basis to his interviewing is “respect and curiosity ... an understanding of a human being’s basic right to a sense of dignity’ (Sedorkin and McGregor, 2002, p. 13). This is echoed by Urban who has three golden rules for dealing with interviewees:

- Never judge people
- Never make fun of people or manipulate them, never make a freak show
- Always make them the centre of attention (Sedorkin and McGregor, 2002)

Listening:

Empathetic listening and egalitarian relations build mutual trust (Kezar, 2003). Morrissey (1970) observed that “a good interviewer is a good listener” (p. 111). Dexter (1970), too, describes a good interviewer as “a good listener [able] to hear what others say” rather than being distracted by their own thoughts or just listening for the answer that the interviewer wants (p. 60-61). Doogue observes that “with some interviewees you can ‘hear the cogs whirring’, and you should allow time for this process” (Sedorkin and McGregor, 2002, p. 17). Observing that a large part of listening is recognising and adjusting to someone else’s frame of reference, Dexter (1970) also noted that “many elite interviewees dislike a steady flow of questions ... they would prefer a discussion, or still more, perhaps something which sounds like a discussion, but is really a quasi-monologue stimulated by understanding comments (p. 56).

Flexibility

Listening also enables flexibility. Morrissey (1970) observes that

Interviewing ... is very difficult when you think that the good interviewer must know his stuff; he must be listening to what the man is saying; he must think of more questions to ask; he must think of what the questions was that he just asked; , to make sure the man is answering it. He must know what is already covered; know what he is yet to cover. He must anticipate where he is going to go if the man, while he's talking, indicates he's about through with his subject; and in anticipating where the conversation is going to go, must in his mind, be beginning to try and formulate the next question so it will come out well-phrased. Its a very difficult business. Anyone who does it successfully is probably so successful that he should himself be interviewed. (p. 118)

Dexter (1970) notes that an interviewer

must be able to shift gears rapidly: that is ... when the interviewee makes what seems to [the interviewer] a jump, [the interviewer] must not show any feeling of irrelevance but must with one corner of his mind, note that he might need to discover how the interviewee makes the transition, while with the forefront of his attention, he is listening eagerly to what appears to be the new topic (p. 62)

3.3 The sample

Purposive sampling “enables the researcher to choose those avenues of sampling that can bring about the greatest theoretical return” (Strauss and Corbin, 1998, p. 202).

As has been noted earlier, the number of females holding the position of Pro Vice-Chancellor with responsibilities for teaching and learning in an Australian university is small. An invitation to participate in the study was extended to all current female Pro Vice-Chancellor with responsibilities for teaching and learning in an Australian university. Three declined and five agreed to participate in the study.

Three of the participants were Pro Vice-Chancellors with responsibilities for teaching and learning in a 'Group of Eight' university. Two participants were Pro Vice-Chancellors with responsibilities for teaching and learning in a non-aligned university. Two had spent most of their university career within the same institution. Three had each experienced leadership roles in three different universities. At the time of interview, four had been in their position for less than two years.

Two were in the 40 – 50 age group. Three were in the 51 – 60 age group.

3.4 Data collection

The primary source of data was the transcripts of the interviews conducted with participants. Prior to the interviews, biographical data was gleaned and summarised for background information from searches conducted of the web sites of the participants' universities, the Australian Learning and Teaching Council (ALTC), biographical dictionaries such as Who's Who in Australia and Who's Who of Australian Women and Australian Commonwealth Honours Lists. Searches were also conducted of library catalogues and database publications written by participants were read.

The interview schedule was developed and based on an interview schedule used by Jameson (2006) in a similar study (see Appendix 4 for the original interview schedule). Questions related to personality, developmental characteristics or how participants grew up to be leaders were not included in the schedule. I had included an extra question at the beginning of the interview which I constructed as an ice-breaker before moving on to the main schedule questions: *"You are from a [science, medical, arts] discipline background. Tell me how you came to be a Pro Vice-Chancellor (Teaching and Learning)."* In the first two interviews, this opening question elicited stories from the participants that addressed details of their background. The significance of this background to the participant in explaining who they were and how they got to be in their positions could not be ignored. In subsequent interviews, I therefore included a question about family background that was asked if the information was not offered spontaneously in response to the first question on the interview schedule.

The primary method of collecting data was by elite interviews. All interviews were face to face and done over a four week period. To ensure the interviewees are aware

of the process ahead of them, the interview schedule was sent in advance giving them time to fill it in beforehand if they wanted. Even the most confident of leaders benefit from having a chance to think about the questions beforehand, as the answers are likely to be quite 'deep' (Jameson, 2006).

Kezar (2003) observes that:

Although elite interviews are an important tradition in the social sciences, literature on the epistemological issues involved in such research is scant ... few source articles on elite interviews examined epistemological issues; instead, it focused almost exclusively on issues of access or interview format (p. 396).

I have therefore relied heavily on the source material to inform my conduct of the research.

While Bell and van Leeuwen (1994) consider interviews as the most obvious and natural to collect information, Dexter (1970) observes that interviews should only be undertaken when it is clear that:

alternative techniques have been seriously considered in terms of the research issues, the research issues have tended to determine the selection of techniques rather than the reverse and that inferences drawn from the interviews can be subjected to some sort of independent criticism, or preferably rigorous test. (p. 13)

The research issue for this study is based on *the experiences of five respected female figures in educational leadership in Australian higher education*. Jones (1985) claims that:

in order to understand other persons' constructions of reality, we would do well to ask them ... and to ask them in such a way that they can tell us in their terms (rather than those imposed rigidly and a priori by ourselves) and in a depth which addresses the rich context that is the substance of their meanings. (p. 46)

Punch (1998) supports this position recognising that the interview "is a very good way of accessing people's perceptions, meanings, definitions of situations and

constructions of reality. It is also one of the most powerful ways of understanding others.” (pp 174-5)

3.5 Ensuring trustworthiness of the data

Richards (1996) observes that “by their very nature, elite interviewees provide a subjective account ... [and] elite interviewing should not be conducted with a view to establishing the ‘truth’, in a crude, positivist manner” (p. 200). The function of an elite interview, Richards continues, is to gain “an insight into the mind-set of the actor/s who have played a role in shaping the society in which we live and an interviewee’s subjective analysis of a particular episode or situation” (p. 200). In this study, the function of the interviews is to gain an insight into the mind-set of female pro vice-chancellors who have played a role in shaping teaching and learning within the higher education institutions in which they work - their subjective theoretical positions, perceptions, beliefs and ideologies that inform their leadership. The information that they provide will be of a highly subjective nature and dependent on the context of the day of the interviews. Dean and Whyte (1970) state that interviewees:

can and do hold conflicting sentiments at one time and they could hold varying sentiments according to the situations in which they find themselves ... the interview itself is a social situation, so the researcher must also consider how this situation may influence the expression of sentiments and the reporting of events. (p. 131)

The interviewee’s view of their leadership could be influenced, for example, by the issue of a league table of teaching in universities (e.g., the Course Experience Questionnaire [CEQ]) in which their institution may have made significant gains or significant losses or no change at all – a situation that is usually only acceptable to one’s vice-chancellor if one’s institution is in the top band! The mood of the vice-chancellor may, therefore, have unexpected impact on the interview. A week or two either side of an interview in that situation might lead to quite different perceptions of their leadership by an interviewee. Face to face interviews helps the interviewer deal with this possibility as “face-to-face interviews ... yield so much more information ... the body language of the interviewee can give clues for further

questions and confirm the validity of the answers. Sometimes the non-verbal clues are more revealing than the verbal answers” (Sedorkin and McGregor, 2002, p. 18).

Dean and Whyte (1970) and Dexter (1970) identify the following important factors that could influence an interviewee’s reporting of their situation in interview circumstances:

- Ulterior motives: to get you to influence a situation, for example, and best reduced by saying that you can’t influence a certain situation
- Desires to please the interviewer so that their opinions are well thought of
- When there is more or less professional contempt for the interviewer, as distinct from hostility which may still produce useful comments
- Bars to spontaneity: for example, personal life being made public. This can be reduced through reassurance of confidentiality, and opportunity to edit the transcript
- Idiosyncratic factors that cause the interviewee to only express one facet of his reactions to a subject: Examples include mood, wording of the question, and extraneous factors such as a secretary interrupting or a phone ringing.
- Prior conditioning in which interviewees in certain social groups have learned to be interviewed and no longer reply with information from experience but with the kind of information which, previous interviewers have taught them, is desirable

The situated and textual nature of elite interview data can be problematic as can “interview bias and effects, the accuracy of respondents’ memories, people’s response tendencies, dishonesty, self-deception and social desirability” (Jones, 1985, p. 182). A different day, a different interviewer and the interview data itself will be different. Dexter (1970) also raises the significant difficulty of relying upon interviews as sources of credible data in reputational studies of influence where “much of the argument revolves around the validity of ... reports about reputations [of being influential]” (p. 14).

So, as researchers in the past have asked, “what kinds of conclusions can we draw with what degree of validity from what interviews conducted under what circumstances reported in what fashion?” (Dexter, 1970, p. 156):

What is the relation between interviewees' accounts and the worlds they describe, and are such accounts potentially true or false, or do these concepts not apply? ... [what is] the correspondence between verbal responses and behaviour, the relationship between what people say, what they do and what they say they do, and the assumption that language is a good indicator of thought and action? (Jones, 1985, p. 182)

The answer to these questions depends on how one views interview data and the purpose one has for collecting it. Jones (1985) observes that interview data can be used as a means to:

- gain access to facts about the social world: interview data is a report on external reality (positivist)
- gain authentic insights into people's experiences: interview data is generated, using no fixed format or questions, which give authentic insights into people's experiences (symbolic interactionist)
- mutually construct reality: interview data is not a report on external reality, but in focusing on form rather than content, the interview data is a topic not a resource and can be studied as such (ethnomethodologist).

Dean and Whyte (1970) make a helpful observation:

the statements an [interviewee] makes to an interviewer can vary from purely subjective statements to almost completely objective statements ... In evaluating informants' statements we do try to distinguish the subjective and objective components. But, no matter how objective an informant seems to be, the research point of view is:

The informant's statements represent merely the perception of the informant filtered and modified by his cognitive and emotional reactions and reported through his personal verbal usages.

Thus we acknowledge we are only getting the informant's picture of the world as he sees it. And we are only getting it only as he is

*willing to pass it on to us in this particular interview situation.
Under other circumstances, [what] he reveals to us may be much
different (pp. 119-120)*

Walford (2002) discusses why anonymity is usually offered to participants and raises some possible negative implications. These include the possibility that researchers write their books with less concern for accuracy or based on evidence which may not be strong. In this study, trustworthiness of the data was ensured primarily through an iterative process of verification with the interviewees. Transcripts, key points and possible quotes were checked with the interviewees to confirm that these matched the intention of the interviewee. Profiles, once developed, were returned to participants for checking and feedback. Two interviewees edited their profiles at this stage. The preliminary analysis and final write up was also provided to each interviewee to verify statements attributed to them. Interviewees received the first major draft of the thesis with their individual parts included. An opportunity to change comments followed but no interviewee chose to make changes. Interviewees then received the major draft with the comments of their fellow interviewees. One interviewee suggested that I elaborate further on the imposter syndrome as she, like one of her fellow interviewees, also considered herself affected by this. The use of theoretical comparisons in the data analysis forced the researcher to confront and examine her own personal biases and assumptions (Strauss and Corbin, 1998). Emerging theories were compared with the raw data and then presented to participants for validation, as “a theory that is grounded in data should be recognizable to participants” (Strauss and Corbin, 1998, p. 161).

3.6 Data processing, analysis and representation

A central concern to any qualitative researcher is the transformation and interpretation of the data that has been collected in a way that is both rigorous and scholarly. As Coffee and Atkinson (1996) observe, there is no single way of approaching qualitative data. Their review of several approaches to characterising data processing, analysis and representation indicated three typical stages:

1. Data reduction or description – pulling together the data to a descriptive account;

2. Data display, classifying or analysis – expanding and extending the data beyond a descriptive account;
3. Conclusion drawing and verification, connecting or interpretation – the researcher offers their interpretation of what is going on.

I had no preconceived idea of what the interviews would reveal. The interviews were mainly exploratory (1.5 hours - 2 hours).

Each interview was conducted, taped and transcribed in order to get as much information as I could. The transcripts provided the basis for data processing, analysis and representation. The process progressed through several consecutive phases.

Phase 1 Transcript Verification

The tapes were transcribed and transcripts were returned to participants for verification before further work was conducted. One participant made grammatical corrections and added some background information.

Phase 2 Coding and Data Reduction

This phase involved numerous readings of each transcript to tease out common themes and points of difference in the interviews. Reduction of the data was done inductively not deductively, that is, I came to the transcripts with an open attitude looking for what emerged as important or of interest from the text. Passages of interest were highlighted. As Seidman (1998) observes, “it is difficult to separate the processes of gathering and analysing data ... Once the interviews commence, the researcher cannot help but work with the material as it comes in” (p. 96). No interviewer comes to an interview with a clean slate. I was aware that, during the interviews, certain themes appeared to be emerging already. Like Seidman, (1998), I brought to the reading of the transcripts my knowledge from the literature and my own experience as well as my sense of what was important and an ability to respond to and identify what was meaningful in the transcript. I needed to identify and examine my own interest in the subject to be sure that my interest was “neither unhealthy nor infused with anger, bias or prejudice” (p. 100).

I am alert to the commonalities and differences of others’ experience with my own experience and how others have made sense of those experiences.

I am alert to conflict, both intra-personal and inter-personal.

I am sensitive to psychological, social and emotional matters, why we are who we are, how we interact with each other.

I am sensitive to issues of class, gender and ethnicity and how these play out in the lives of others.

I respond to stories and metaphors.

I do not, however, look for these in the transcripts. When they are there, they will be of interest to me and I will mark them.

Highlighted passages were grouped around topics and then each passage re-read with a more demanding eye in order to identify the most compelling passages. The resulting transcript for each grouping was examined for commonalities, differences, patterns and structures within groups and across groups. Some groups were changed, merged and/or deleted. Core themes were tentatively labelled.

An example of this process can be seen in Figures 3.1. to 3.3. Figure 3.1 illustrates the first highlighting of passages. In this case, two topics seem apparent: 'career' and 'childhood'. Figure 3.2. illustrates a cross-participant grouping of 'childhood'. It becomes apparent that there are a number of finer grained groupings within 'childhood': 'family socio-economic status (SES)', 'schooling', 'parents'. Two further groupings of 'mother' and 'father' emerge from the grouping of 'Parent'. Figure 3.3. illustrates an intra-participant perspective on 'career' where the passages on 'career' from one participant transcript are grouped together and sub-themes identified.

Figure 3.1. Example of highlighted transcript– iteration 1

| | |
|----|---|
| DS | ... what have been barriers in your leadership, in getting into positions of leadership? |
| KK | <p>I never thought I was moving into positions of leadership, I just thought I was doing the job and it just crept in. I think for many women, careers are just serendipitous, accidental, just happened to be there at the time. I don't think there was very much planning in any of this. I never really thought of being anything. So, you have to go back to ... I was born in a family where no one ever finished school. So it was a working class family. There were actually scholarship schemes when I was a kid in school. My mother left school when... she was very bright and very gifted and her whole focus on education is 'it's the way up and out'. So there was a positive push to achieve. And I'm the eldest and I think the first one always gets the [opportunity] when the others come along you're too exhausted. So there was that sort of aspiration. She was most upset that I chose to do a science degree because she wanted me to do medicine. She would have like that. Medicine was the way out of the working classes. There was always that positive support.</p> |

Key:

| | |
|--|-----------|
| | career |
| | childhood |

Figure 3.2. Example of highlighted transcript– cross-participant

| | |
|----|--|
| KK | <p>I was born in a family where no one ever finished school. So it was a working class family. There were actually scholarship schemes when I was a kid in school. My mother left school when... she was very bright and very gifted and her whole focus on education is ‘it’s the way up and out’. So there was a positive push to achieve. And I’m the eldest and I think the first one always gets the [opportunity] when the others come along you’re too exhausted. So there was that sort of aspiration. She was most upset that I chose to do a science degree because she wanted me to do medicine. She would have like that. Medicine was the way out of the working classes. There was always that positive support.</p> |
| LL | <p>I come from a working class background ... she said ‘you’ve always worked hard and it was as if from a very young age you didn’t want to have the life your mother had, you wanted, you wanted to pull yourself up by your own bootstraps’</p> |
| CC | <p>We certainly weren’t a high income family... there’s very much an equal partnership with Dad contributing a lot to raising us, and contributing a lot in the household. ... It wasn’t mothers home, or wife’s home and so it wasn’t unusual for him to cook or do stuff with us kids.</p> |
| MM | <p>I grew up in a fairly bohemian family ... I went to 12 different schools</p> |
| JJ | <p>it’s a working class thing ... So very early on I decided, it was a definite decision to challenge, not challenge [my mother], but to challenge the assumptions that she gave me about my life and who I was.</p> |

Key:

| | |
|--|-----------------------------|
| | Childhood - Family SES |
| | Childhood - Parent – mother |
| | Childhood - Parent – father |
| | Childhood - School |

Figure 3.3. Example of highlighted transcript– intra-participant

| | |
|----|---|
| KK | <p>I never thought I was moving into positions of leadership, I just thought I was doing the job and it just crept in. I think for many women, careers are just serendipitous, accidental, just happened to be there at the time. I don't think there was very much planning in any of this. I never really thought of being anything.</p> |
| KK | <p>the things I've tried to do, tried to have those types of characteristics, they are not necessarily the ones that will lead you to a career trajectory but they might actually give you a few successes ... I think at interviews, the things that are usually looked for are this sort of visionary type thing. 'I'm the leader of men and women or what have you and I've got clear ideas about where we are going to go and I can do this. 'A doer and self-assured, have the answers, so I think that more ...</p> |
| KK | <p>In my experience, there is a significant difference between how women view their careers, [and] men. Men generally had a more structured view of where they were going. I know that's a generalization, but women tend to be a lot more accidental about it and were usually influenced by other things like spouses, and kids and stuff like that. I did a research project in the early 90's about women and research in the post 87's, Dawkins, post 87 model, and certainly that was one of the over riding themes, that it was accidental "I just happened to be here" stuff...</p> |

Key:

| | |
|----------------|-------------------------|
| [Yellow] | Career – own experience |
| [Pink] | Career –women |
| [Light Orange] | Career –men |

Comments were grouped under the analytic categories derived from the identification of broad categories and themes across all interviews. Five key themes were identified, described and linked to the literature. Popper and Maysless (2007) and Gerhardt (2004) have linked the development of individuals into leaders to the different environments, opportunities and the learning experiences that they experience over the course of their lives. The data from each key theme was then mapped to each of these categories. Sub-categories for each category emerged from this process and were then delineated with the data re-mapped to the sub-categories. Profiles for each participant were developed. Direct quotes were used to illustrate the perceptions and experiences of the participants. Pseudonyms were chosen taking into account age and context of the participant's life. In three cases, the participant elected to choose their own pseudonym. In order to take additional steps to conceal the identity of participants, the generic title Pro Vice-Chancellor (Teaching and Learning) was used; details for the discipline and geographical location of participants and other identifying facets of the person's experience were modified slightly.

In determining what was appropriate, I found it useful to distinguish, as does Seidman (1998), between the public, personal and private aspects of the participants' lives. Their public lives, for example, involved their actions at work that are subject to the scrutiny of others. These included their work with staff, the development of new systems, course reviews etc. Their personal lives involved matters of intimacy or vulnerability, both in thoughts and actions. Their personal lives dealt with matters such as their subjective experience of public events and their experience of events with friends and family away from the work of their public lives. These included family histories and background, early childhood experiences, concerns about aging parents, distress at the behaviour of senior managers. This dichotomy is, however, somewhat limited. As Seidman (1998) observes "What happens in people's personal lives affects what happens in or provides a context for their public lives and can be useful if tactfully explored in interviewing research" (p. 90). I had not expected the intimacy of detail revealed by participants and some participants were disturbed themselves by the detail they had revealed. The fact that the information and stories had been related indicated the level of their importance to the participant. I sought to honour their stories without exposing the vulnerability of the participants.

Phase 3 Profile Verification

In this phase, profiles were returned to the participants for verification before further work was conducted. I was particularly concerned to let the participants choose to allow me to include or to request exclusion of some of the material that, in my opinion bordered on the private and personal, but which helped inform the study. It was important to me that participants were happy with the outcome and there was scope for 'jointly constructing' the profiles. The first profile was returned to Lily who provided feedback. Based on Lily's response, the profiles were re-worked and responses from each participant were grouped together under each analytic category rather than each profile standing alone. This version was then sent to each participant with only their section available to them. Some participants requested some comments they thought might identify them be removed. Lily described this as "Good process. A very empowering form of research." (email, 24/11/2009).

Phase 4 Interpreting and Drawing Conclusions

This phase involved offering my interpretation of what has and is going on in the lives of the participants and how this might inform the nature of leadership by women in relation to teaching and learning in Australian higher education. Seidman (1998) advises that while:

... it is tempting to let the profiles and the categorised thematic excerpts speak for themselves ... another step is needed. Researchers must ask themselves what they have learned from doing the interviews, studying the transcripts, marking and labelling them, crafting profiles, and organizing categories of excerpts. What connecting threads are there among the experiences of the participants they interviewed? How do they understand and explain these connections? What do they understand now that they did not understand before they began the interviews? What surprises have there been? What confirmations of previous instincts? How have their interviews been consistent with the literature? How inconsistent? How have they gone beyond? (pp. 110-111)

During this stage, an iterative process was used in which the material in each analytic category was cross-checked and compared between each participant then cross-checked against the literature. In some cases further review of the literature was carried out before returning again to the data, material from analytic categories and the new information, if any, from the literature to further refine the interpretation. Data from the key themes were then mapped to the categories linked to the development of individuals into leaders: the different environments, opportunities and the learning experiences that they experience over the course of their lives. The matrix was then reviewed for duplications, omissions and contrasts in order to identify the key lessons from the data. Further review of the literature was then required before moving on to identify the implications and application of the findings. An example of this is leadership emergence, childhood socioeconomic status and the role of parents, particularly mothers, for the participants. Having emerged from the interviews, I needed to return to the literature to inform myself on these themes.

Phase 5 Implications and Application

The primary question that this phase seeks to address is “what does this tell us about the nature of leadership by women in relation to teaching and learning in Australian higher education and what should we be doing about it?”

Phase 6 Reflexivity

This phase engaged me in

reflecting upon the ways in which [my] own values, experiences, interests, beliefs, political commitments, wider aims in life and social identities have shaped the research [and] thinking about how the research may have affected and possibly changed [me], as [a person] and as [a] researcher (Willig, 2001, p. 10).

Nightingale and Cromby (1999) also encourage researchers "to explore the ways in which a researcher's involvement with a particular study influences, acts upon and informs such research." (p. 228). Seidman (1998) views this as the last stage of interpretation, one in which the researcher reflects on the meaning they have made of their work:

In the course of interviewing, researchers asked their participants what their experience meant to them. Now they have the opportunity to respond to the same question. In doing so they might review how they came to their research, what their research experience was like, and finally, what it means to them. How do they understand it, make sense of it, and see connections to it? (p. 111)

3.7 Copyright, ethical and moral responsibilities

Concerned with the implications of the representations of the elite, interviewers worry about developing a picture that could be embarrassing or perceived as hostile to elites or gatekeepers (Odendahl & Shaw, 2002). The leaders interviewed for this study are more easily identified than may be the usual case because of the small pool of female pro vice-chancellors in Australian higher education. Consequently, I have attempted to present their comments in such a way that any ‘sensitive’ or controversial information about institutions and individuals will be written to ensure anonymity and confidentiality – particular issues that were agreed individually with interviewees. The thesis and other resulting publication are written with an overall beneficial intention for the purposes of guiding future leaders in higher education. No harm is intended to come to any institution or individual as a result of the publication of this work.

The interview schedule was sent to interviewees in advance of the interview. Reasonable changes to the questions were negotiated during the interview if the interviewee requested this. The length of interviews was negotiable, but in general the list of questions was followed in the order presented. Robertson (2006) notes that there are two copyrights in interviewing to be considered:

The most common interpretation of the Australian Copyright Act 1968 is that ... There is copyright in the physical sound recording that usually belongs to the interviewer who supplied the recording media. There is also copyright in the recorded words that usually belongs to the interviewer and the interviewee as joint contributors to the structure and content of the interview. (p. 15)

3.8 Summary

Conventional research often removes the personal whereas the narrative approach allows people to make sense of their experiences in context thus enabling them to communicate the ambiguity and complexity of situations as well as their own complex influences and intentions. Elite interviews were used as the method for collecting data in order to investigate the experiences of five respected female figures in educational leadership in Australian higher education. An elite interview is one in which any interviewee is given special, non-standardised treatment that stresses the interviewee's definition of the situation, encourages the interviewee to structure the account and allows the interviewee introduce to a considerable extent their own notions of what is relevant rather than relying upon the researcher's notions of relevance. Interviews are a powerful means to understand others and a good way of accessing people's perceptions, meanings and definitions of situations and their constructions of reality.

Trustworthiness of the data was ensured primarily through verification of transcripts, key points and possible quotes with interviewees to confirm that these matched the intention of the interviewee. Emerging theories were compared with the raw data and then also presented to participants for validation.

Thorough preparation, respect and curiosity, being a good listener and flexibility are key attributes for a good interviewer to develop. Sensitive or controversial information about institutions and individuals were written to ensure anonymity and confidentiality.

A six phase model was used to process, analyse and represent the data. The model comprised Transcript Verification, Coding and Data Reduction, Profile Verification, Interpreting and Drawing Conclusions, Implication and Application, and Reflexivity.

CHAPTER 4: OUTCOMES

In this chapter, participants are introduced. Pseudonyms were chosen taking into account age and context of the participant's life. The data from the interviews is presented as profiles with responses from each participant grouped together under each analytic category. The key themes identified across all interviews are 'early influences and career trajectory', 'leadership and management', 'values', 'success, barriers and challenges, and finally, 'advice to female aspirants to leadership'. Direct quotes have been used to illustrate the perceptions and experiences of the participants.

4.1 Introducing the participants

4.1.1 Lily

Lily is a 'Baby Boomer' with a working class background and is the first in her family to go to university. With a discipline background in the social sciences and humanities, Lily is the recipient of a number of national awards for her contribution to university teaching.

4.1.2 Jacqueline

A Baby Boomer with a working class background and the first in her family to go to university, Jacqueline also has a discipline background in the social sciences and humanities and has worked in a variety of university settings.

4.1.3 Kathleen

A Baby Boomer with a working class background and the first in her family to go to university, Kathleen has held a range of academic leadership positions and has led the development of a number of educational programs in university settings.

4.1.4 Margaret

On the cusp of the Baby Boomer and Generation X, Margaret's academic career is based on her twin passions for history and for learning and teaching. Margaret is a national award winner for her contribution to teaching and learning in higher education.

4.1.5 Christine

A Generation Xer, Christine describes her family background as middle class and very concerned with issues of equity and fairness. Christine's academic career combines her passion for medical science and for learning and teaching.

4.2 Early influences and career trajectory

4.2.1 Lily

Born in the United Kingdom in the post-war years, Lily grew up, the youngest of four daughters, in a working class family. Lily went to nine different primary schools. As a consequence of the disadvantages of going from one school to another, Lily ranked 'borderline' in the 11+ tests for selection to grammar school. So, at the age of eleven, Lily had her first interview to assess her suitability for grammar school. Having read, and answered comprehension questions from, a passage from a book, Lily was asked what she wanted to be when she grew up:

Now in those days I was reading a series of books which I didn't recognise at the time as being career education books but they were called the Cherry Ames Books ... They're absolutely appallingly sexist. One of them was Cherry Ames the Almoner ... an almoner was the old fashioned word for medical social worker. I quite fancied the profession. I mean that was quite a serious thought because it's helping people. ... Obviously, age eleven, I wanted to help people already. Anyway I said to the head mistress I wanted to be an almoner. Unbeknown to me, because I come from a working class background, that was quite a genteel lady-like profession and I think that was the clincher. So on that thread hung my entire academic career.

At grammar school, Lily was allocated to the home class she would remain in for the next five years. Lily was in the group:

known at the time by the other groups to be the nicest group. I tell them now "You lot did me no good what so ever". They look at me askance so I tell them "Well you're all so nice". We didn't have any bullying. We didn't have any bitching. We didn't have any exclusion. We played as a group of 32 girls. That didn't prepare me for the nastiness that came in the workforce.

A friend had recently observed of Lily that:

You've always worked hard. It was as if from a very young age you didn't want to have the life your mother had. You wanted to pull yourself up by your own bootstraps. So that's probably a value that someone else has seen in me that I didn't, perhaps, see in myself.

Lily studied and completed her Masters degree at a top UK university. In 1970, Lily started a full time lecturing position at 22 in an experimental unit with a four term year.

My very first Head of Department ... always put the right people in my way... He gave me a full time lecturing job when I was 22, in a mini skirt with long black hair ... he took a huge risk on me.

Migrated to Australia in the early '70s, Lily continued her academic career and also married:

the man, who now is my husband, was my head of my department there, and he taught me a lot about how to go about teaching by looking at things from a student's perspective ... He was a single father of four kids ... he's a very egalitarian husband ...

Despite the promising start in the UK, it would take Lily another twenty two years to get to senior lecturer and this was only after she had completed her Doctor of Philosophy (PhD) in the early nineties.

... I think I was held back for a long time by my first [Australian] university but I was stuck there by family reasons so ... you make your compromises with life.

After what Lily describes as a “very very slow start ... [career progress] happened really quite quickly”. In 1998 Lily joined a mentoring program for women who wanted to get into senior management. Lily had some apprehension about her choice of mentor. One of her daughters had been taught by the proposed mentor and the stories coming back indicated that the mentor was not ‘warm and fuzzy’:

... I went to her because she is strategic. I hadn't got time to fart around. I wanted to know what to do and get on with it. I felt that

she would be that kind of person and she was ... at the time she said to me 'I don't know why you've asked me because you're older than me and better qualified' and I said 'You've had more promotion than me so you must be doing something I'm not'. And 'bang' we were both on track and we were really strategic. She was very helpful and we have become continuing good friends and allies.

Encouraged by her mentor, Lily applied for an Associate Dean (Teaching and Learning) position created after a faculty restructure. While there was a preferred candidate for the position, the mentor pointed out that, in the new faculty, “*They don't know your work and it's a way of showing your wares*”. The preferred candidate unexpectedly withdrew from the recruitment process and Lily ranked second of the remaining candidates. The night before Lily's interview debriefing with the Deputy Vice-Chancellor (DVC), Lily's mentor rang her at home saying “*This is highly unusual, and you don't have to go along with this, but I'd like to be there with you*”. Lily's mentor sounded angry.

... she had picked up some gossip about what was to come up and she partly wanted to be there to protect me and she partly wanted to be there to ensure that systems work properly.

So I went to the DVC with my mentor and I was told that I didn't get the job because it was said that I'm a difficult person to work with. I was floored because I have been helpful to people all the way down the line. I was actually devastated. I finished up going home crying because that was a really personal attack.

My mentor hopped in and she was across the table like this (taps table) at the DVC. She said 'Nobody around that table has ever, ever worked with Lily. That was gossip and that was hearsay and you should have dismissed it.'

While deciding not to pursue the process further, Lily was grateful for the support of her mentor “*That was mentoring in action wasn't it? ... I learnt from her about mentoring.*” An Associate Professorship came up and the selection panel was

chaired by the same DVC. This time Lily “*received a very supportive hearing*” and attained the promotion to Associate Professor.

Following the conferral of a national teaching award, Lily’s career took off and she started being head hunted. Lily accepted a professorial position in a regional university:

... but found that the random management around me did not enable me to work in the systemic way in which I wanted to embed good learning and teaching. So for a range of reasons - that was a major one - I quit.

Considering retirement, Lily was again head hunted and accepted a professorial position heading up the academic development unit at another regional university. When the incumbent pro vice-chancellor retired, Lily was invited to accept the position.

And so just for once in my sweet life I was given an easy run into a job rather than the horrendous hurdles which in the past I’ve had to leap. ...

So when I was able to slide into the pro vice-chancellor role here, it felt good to be valued and I just felt it was time ... to be honest for the first time I think I got the position out of this that I probably deserved about five or six years ago.

I’m not quite sure but I think it’s about not wanting to retire leaving all that information in my head. I actually want to give of myself that way.... I have nearly 40 years in higher education and think I might have something to offer.

External recognition of her contribution was, in Lily’s view, a significant factor in Lily’s career trajectory. Lily states:

I probably wouldn’t have got onto this track though had I not won the national teaching award because that lined me up to move straight into an associate dean (learning and teaching) role which started me looking more systemically at the whole notion of change... I wasn’t treated well by my own university. I was one of

the only ones in the country, I think, not to get a promotion out of winning a major teaching award.

Lily's experience has been that it has been more difficult to get promotions than it has been for men:

My husband for example was an associate professor without a PhD. I couldn't even get a senior lectureship without a PhD ... I decided I either needed a PhD or a willy and one was not available to me! ... I think the hurdles were much higher for me to jump.

4.2.2 Jacqueline

Jacqueline referred a number of times to '*some of those things are who I am - a part of my personality*' and talked about how coming from a low socio-economic background had helped her to be more sensitive to the equity issues she faced in her university work. Jacqueline's mother left school at 14 to work in a factory. Jacqueline's father, a labourer, was "*illiterate, couldn't read or barely write*". None of Jacqueline's brother's had gone to university. Her middle brother, however, had a significant impact on Jacqueline:

My middle brother was a big influence. He taught me to read and write. He was reading Einstein's Theory of Relativity. He's a really bright guy. He went to TAFE and topped the state, three years running. ... the minister, said 'this has never really happened before in [this city]' at that time.

And I asked [my brother] "why didn't you go to uni at that time" and he said 'I could never do that'. He was serious and I thought 'that's got to be wrong, that's just got to be wrong'.

Growing up in a terraced house near a university, Jacqueline, the youngest child with three older brothers, attended a Catholic school – the site of one of Jacqueline's earliest 'leadership' experiences:

...whoever came first [in the class] was the Prefect so I was the Prefect every year for ten years straight. I was quite traumatized by that experience - because if a nun left the room I was in charge.

It was quite horrible and I only had one friend who was a very close friend. I was always kind of apart from the other kids which was horrible. I was always wanting to be closer to them.

I can remember lunch times when it was raining and you were kept in and I was put in control of the class. The nuns would go off and have their lunch in their staff area in the convent. And I'd be left in charge of the TV turning it off and telling them all to keep down the noise.... I actually felt I alone was responsible It was a very formative stage. All those years, imagine ten years of it.

Very early on, Jacqueline also decided that she would be different from her mother:

I just decided I loved her dearly but I wasn't going to be like her. So very early on I decided. It was a definite decision to challenge, not challenge her, but to challenge the assumptions that she gave me about my life and who I was. And one thing led to another. Whether that was good or bad I don't know. That's really happened. I just challenged it. ... at every single level of it, as much as I was conscious and aware. Not to have a go at mother because she was really a victim of her circumstances.

Jacqueline married into “a very upper middle class background. Everyone went to university”. It was in this context, the Jacqueline became particularly aware of the different conversational styles and critical thinking approaches of the different ‘classes’:

I just realised I would need to learn to adopt middle class discourse. And that formed the beginning of my understanding of that whole tradition of critical thinking. I think critical thinking happens in working class settings but it's in a more woven way.

Jacqueline still feels:

like I don't belong. And it's quite bizarre. I think too, it's a working class thing ... So I think that [upbringing] did profoundly affect me and the style [I have adopted] ... It's not knowing the ropes when you don't come from a home that's [had someone who has] been to a university.

Jacqueline found that life circumstances led to her returning to university to study in again.

Jacqueline comments “*I have a weird career trajectory!*” and observes:

I tend not to deliberately look out for jobs, to go to the next level. People ask me to do [a new job]. ... I basically just try to do whatever is in front of me and try to do it very well in a competent way.

Jacqueline finds the eclectic mix of her study and experience:

wonderful because it helps me ... I often see things as a bit of a composition like I'm constructing a painting. So it's actually extremely helpful. I don't think in a linear sequential order which is unusual for an academic.

... As I do a painting I never work from the bottom left hand corner to the top right. You just can't work like that. It's an overall composition ... They call it passages of light and darkness. And you move across those passages and work up some bits. And the really interesting thing that I found when I was painting was that you don't make the white bits whiter by working into them. Actually make the surrounds darker. That's actually been a really interesting metaphor for leadership. And how sometimes you don't actually have to do anything and that's the solution to the problem.

Tutoring and then with a tenured position, Jacqueline was seconded to convene an academic leadership program in the academic development unit of another university in the same city. Jacqueline learned a lot about herself through the experience:

I did it in a very facilitative way. Because I quickly discovered that the best way to run those programs was to provide a light structure and actually to let the Deans and the heads of school and directors just talk within that. To find a space to talk and to just facilitate that. And somehow we had a structure. And I just learned so much from just sitting while they were chewing the fat. Just learned so much from them.

Circumstances in her personal life led Jacqueline to return to her tenured position at her original university after two years. A period as Dean of a faculty in a regional university provided Jacqueline with a greater opportunity to explore indigenous, equity and low socio-economic issues, an experience she valued because:

I was very interested in equity my whole life. Because I came from a low socio economic background myself and [it] really attracted me.

After two years, Jacqueline returned to her original university to take up a senior management position. On arrival, Jacqueline was catapulted into a university restructure instigated by the newly arrived Vice-Chancellor. Three months later, Jacqueline was appointed Pro Vice-Chancellor (Teaching and Learning):

He just said 'you're the PVC (Teaching and Learning)'. And I said 'oh right'. I'd never thought of being a PVC (Teaching and Learning) to be quite honest. And I think there were several PVCs appointed then. ... We had a lot of fun discussing it afterward. What made the VC put us into those positions? We weren't clear ourselves why we were put into those positions.

Her portfolio is broad:

My portfolio covers teaching and learning and all the things that come out of that. Course profiling. All the pedagogical and blended and online learning. And the whole evaluative system. Even though it's a matrix management system it stretches across a number of areas. I am looking after the admissions area and the academic staffing area as well as equity and disability and diversity across the university. So it's a broad PVC (Teaching and Learning) portfolio.

Jacqueline describes the eighteen months since her appointment as

It really has been amazing going through an organisation going through so much change ... I really have loved it. I have taken to it like a duck to water.

... And I think it has just been phenomenal to have lived through those times. I think we have been through a really high change period. The first year was a roller coaster. I said that to the VC. He said 'put on your crash helmets'. I was hoping we weren't going to crash. ...

4.2.3 Kathleen

Kathleen was also born into a working class family and was the first of her family to finish school and go to university:

I was born in a family where no one had ever finished school. It was a working class family. ... My mother ... never left primary school because she lived in the country town in England so she had nowhere to go so they just kept her there until she was old enough to leave school. So she was very bright and very gifted and her whole focus on education is 'it's the way up and out'. So there was a positive push to achieve.

Kathleen thinks that, as the eldest child, she was given opportunities that her siblings did not. Her mother and schooling, also in a Catholic school, were both sources of positive support:

I'm the eldest and I think the first one always gets the opportunity. When the others come along you're too exhausted. So there was that sort of aspiration. My mother was most upset that I chose to do a science degree because she wanted me to do medicine. She would have liked that. Medicine was the way out of the working classes. There was always that positive support.

There was certainly no impediment as a student. I went to a Catholic girls school which put me in a place where it's been acknowledged as a way of doing better - in a single sex school where the nuns [encouraged you] because you were the translation of their ambitions in a way. So not only did you have your family you had the nuns as well on your back.

Kathleen married soon after finishing her initial degree. Finding that she did not enjoy the limitations of the work she was doing, Kathleen returned to study completing her honours degree then her PhD. Along with the birth of three children, study was interspersed with work teaching and as a research assistant with no clear agenda for Kathleen about what she would do when she completed her study:

I never really was ambitious about where or what I'd do with [the PhD]. I never really thought about it. Probably because I came from a working class family with no idea of what you did with these things. I'd never had career advice at all.

Unexpectedly, Kathleen found her marriage breaking down:

Then my husband [and I separated]. So here I was with 3 kids under 6. So I had a full-time job, mortgage, kids. So probably the first time in my life that I thought 'what am I going to do?' So I went to work in a local college of advance education, CAE. ... a 3 year lectureship at a time when there wasn't really anything else. I couldn't have got a job in any other university because I hadn't gone off and done my post doc.

Looking back, Kathleen considers that this job:

...was the world's greatest opportunity ... because I came to a tin shed literally. It was an absolutely green field site. What might have seemed an absolute impediment to anything became, what I think was, the greatest opportunity that could have been given to me.

When I walked into the tin shed that was my office. We had no laboratories. I thought "What have I done? I've just committed academic suicide. What am I going to do about this?" But it was an opportunity to do anything I wanted. Nobody said "You can't do that" or "We haven't done that around here", which I have heard in other places. I think it depends on you. You either view these things as the absolute pits that you can't get over or you think "Oh well, this is it. What am I going to make of it?"

Kathleen learned a lot on the job:

I set up a new program a whole lot of things. I spent a number of years writing and teaching discipline material into service programs so I did a humungous amount of teaching development and working with people in different areas and understanding their needs. I learned a lot.

Ambition for what could be done in her role provided Kathleen with unexpected leadership opportunities and experience:

... then I became ambitious about what we could do. So I set up a science department that didn't just do service teaching. I wrote the science degree. At that time we had to get endorsement from the local Go8 University about having PhD students because we were still under their auspices. So I had to go through the whole rigmarole of proving we could actually supervise and we had resources. ... I spent years setting up the department, then the school and then I migrated up, before I left there, to be the College Dean.

Following the change from CAE to university, then an internal re-structure, Kathleen “ was offered two jobs at the one time. I stayed through the restructure and then went to another local university.” Following eight years in this university, Kathleen felt she had:

run out of energy ... There was always some different external or internal scenario or priority that was driving it to be different. ... You can only get bashed up so much. Push ideas that may or may not go anywhere. Because you can't make people do things in universities so it's always a bit of a thankless task. So you get pushed from the bottom and you get pushed from on top being a Dean.

Institutional change was on the horizon. A new Vice-Chancellor had been appointed, a re-structure was being signalled including the amalgamation of Kathleen's faculty with another smaller allied faculty. Kathleen did not expect to be appointed as Dean of the new amalgamated faculty:

I was seen as being a bit too vocal in carrying on about things. The writing was on the wall ... I could have just decided to stay ... and be a professor because I had a chair. It was a permanent position. I could have retired on the job. Done the teaching. Done the research. Done my own thing. But I don't think you can be a feather duster in the place you were a rooster and. as I said, if I looked at my performance critically, I wasn't five star RAE and my research is in a bit of a narrow field.

Kathleen started looking for jobs. The position of Pro Vice-Chancellor was

certainly consistent with the background that I had and the interest. You can make an education portfolio anything you want in reality. ... If you want to look at it in ranking terms this university is a high ranking university so it was a step up in the academic world.

Support from a more satisfying relationship has proved an important factor in Kathleen's work life:

I got married again. I met another guy. He had two kids. We got married and we have two other kids now and he's been extremely supportive. He was an academic at the time, went to work in the public sector ... then he set up his own business. He has been fantastic so truly he does just as much as I with the kids and the housework and the kids weren't his kids and he just shouldered the whole responsibility of it. It was a team effort. So if I wanted to go and do things he would say "fine". If I had a workload issue that meant I had to stay late he'd say "fine".

Kathleen has a very pragmatic and realistic approach to the restrictions that family has placed on her as well as the opportunities it has provided:

I can't say all that wasn't an impediment because I didn't go to overseas conferences and all that sort of thing. I just didn't do them. So that's why I say, at the end of all this, if I was [never] going to be the five star researcher - there's a whole lot of [overseas conferences, post-doc etc], so 'be a realist'. , okay, there's negative things about family responsibilities and bodies and

all that sort of stuff but I've got kids that are all employed that have all gone to university ... I've got the man. I've been really, really, lucky. So, touch wood. A really supportive husband. He moved down here with me. He goes back to make sure they haven't burned the house down or killed the dog.

So I think having a positive spouse has been good. Although I could have done some of it without [him]. And I had been precipitated into the career because I didn't have a supportive spouse. So you can take it any way you want. ...as I said before 'a job is what you make it'.

The same pragmatic and realistic approach is applied to the limitations that arose from not knowing the ropes or having the opportunity for a traditional research career:

So I went to a CAE when I finished my PhD. That's when the market for academics shrunk, and unless you went overseas and did a post doc you had all these issues with the cultural cringe and I wasn't all that mobile. I had three kids when I finished my PhD.

So going to a CAE put you behind the eight ball. You didn't realise it at the time but it puts you behind the eight ball in terms of being competitive later on. [It] certainly killed my research, but I learned so much about writing courses. I was really thrown in the deep end writing courses that I didn't know very much about. And got looking back I probably had a wonderful experience at the CAE.

Because I'd never done an international post doc I think that probably affected my capacity to do research, my ability to do much after that. I mean I didn't do anything for ten years then got back into it by taking study leave. I really think I only got my research back on track in the 1990's so it's not all that long ago. ... although I had a couple of PhD students at the former CAE it wasn't until I went to my last university that I could get more. In my discipline, a post doc is a lot more important. So the last ten years I've churned out a huge amount of writing relatively large amounts of research. But I think, sad as it may be, I will not end up

going back to research. And I recognise my limitations. I'm not the 5 star researcher. You can't have these other roles and interruptions and what have you and be that, I think, unless you come in with the momentum, money, people. But if you do it like I've done it, a bit of a dog's breakfast, then it doesn't work, I don't think.

Each new job has necessitated a process of working out what needs to be 'let go:

Each job has necessitated me re-thinking. It takes me a while. It usually takes about a year. 'Okay, there's some stuff I need to let go of.' So when I went to my previous university, the first year I was there, I taught one subject. And it was awful because I didn't think I had enough time for the students, to do what I wanted for the students. I came in on the weekends to do the notes and WebCT stuff. It was just a trauma. After that I thought 'this is stupid. I'm not doing anything good for them. I'm certainly not doing anything good for me'. So I gave away teaching although I did start to recruit more PhD students. ...

And when I came here the Vice-Chancellor said I could do research but it was a job over and above my job here. If I wanted to do it, it wasn't to interfere with this job. Now, who works 9 to 5 anyway? So I had 6 students finishing at my previous university so a lot of my time was paper writing, thesis reading, all that kind of stuff and a couple have left. So I never actually got any research done. Because I don't have a lab. I don't have the infrastructure I had at my previous university so I'd have to set it all up from scratch. So I finally came to the conclusion that 'what do I want to do research for now because, is it ever going to be relevant to what I might do next?' ...And unfortunately I haven't been near a laboratory since I've been here. I came with great hopes and dreams but have done nothing since... Although I'm still getting papers to review and grants to review. So my CV is still working out there with some degree of credibility.

From Kathleen's perspective, "*I never had a very traditional trajectory*".

I never thought I was moving into positions of leadership. I just thought I was doing the job and it just crept in. I think for many women careers are just serendipitous, accidental, just happened to be there at the time. I don't think there was very much planning in any of this. I never really thought of being anything.

When asked how someone with her background became a Pro Vice Chancellor with a teaching and learning portfolio, Kathleen does not view her career progression as illogical:

I have a background in writing, lots of courses, by 'courses' I mean individual subjects within programs across all sorts of different areas, and getting in external money to do it. So I always had that interest to do [teaching and learning]. And certainly setting up corporate courses for industry. So the background was there far more at the CAE than when I went to my last university. At my last university, I did set up a program there but in a different market, a different university. It was a lot more internationally oriented to bring us international students into our areas of strength. So I've done that sort of stuff.

... once you get to the level of a Dean, you have the broad breadth [knowledge] of everything that goes on in a faculty, obviously the teaching and learning portfolio, keeping the research going, stimulating. Then you've got a whole lot of community outreach, internationalisation, there's a whole lot of other things. So sometimes the Dean's job is the best of jobs and the worse of jobs. It's like being chancellor of your own little fiefdom. So [there is] e logical progression.

4.2.4 Margaret

Margaret grew up in what she describes as:

a fairly bohemian family of a musician and an opera singer and they were very, very liberal in their parenting approach and they didn't really have any rules to speak of or anything like that.

They were very positive about education but they were those ... 60s people who used to talk about the university of life... They were always supportive of me going to university but I'm sure if I'd come home and said I wanted to do something outlandish instead they would have said "yes, fantastic, go ahead, you've got our 100% support". ... They were ... not into structures or organisations. I think that they if they got anywhere close to the world of business or large organisations they would just run a mile. Theirs was the world of the theatre and working at night time and first night and last night parties and pretty care free very talented.

Margaret attended twelve different schools, firstly in England then in three different Australian states:

And as a result of constantly moving around I did quite self consciously become a self-reliant learner. I just did not rely very much at all on school for learning because I could have been at a school for anywhere from 2 months to 2 years. But it was always 'touch and go' how long I'd be there. So quite early on I fell back on my own resources. I was an avid reader and used to just immerse myself in books and I think university for me was the first prolonged period of institutionalised learning that I'd ever had.

The middle child, Margaret has two siblings who are in senior positions in government and law working within large national networks and dealing with wide ranging issues as leaders themselves:

What's strange is that all of their children are working in areas that are demonstrate or call on demonstrations of considerable leadership in organisations that are more or less highly structured. And where each of us in one way or another interacts quite strongly with the world of policy. ... And none of us have turned out to emulate our ... 1960s parents ... all of us have been leaders slightly against the grain ...

A colleague described Margaret's particular speciality as the "*exotic marginalia of history*" and Margaret recognises that "*being in the area of learning and teaching in a GO8 research intensive university is again slightly against the grain*".

Like the others, Margaret had not set out to achieve a PVC position:

It wasn't an ambition. I fell into it because I fell into it by steps if it's possible to fall by steps. I had a particular interest in some teaching and learning projects that I undertook when teaching with a colleague of mine in the faculty... because I was interested in curriculum development of various kinds and also responding to student needs ... became very interested in [those projects]. At the same time became interested in the areas of policy and practice that I thought would serve the students well.

Acutely aware of the lack of workshops at the time (1990's) about completion for higher degree research students, Margaret and the same colleague set up their own workshop. While they "*copped a lot of flack*", it was not from the students who appreciated the opportunity to talk about their issues related to completion, and in some cases, to Margaret's concern, the quality of supervision.

A new dean was appointed to the faculty, one who had previously worked with an associate dean (teaching and learning). The new dean approached Margaret and asked her to consider being the inaugural associate dean in teaching and learning for the faculty:

So she approached me and said, 'will you be the inaugural associate dean in teaching and learning?' and I said, 'what's that?' (laughs) and had no clue.

A fractional appointment allowed Margaret to continue her teaching work, supervision and research. Although "*it was supposed to be a 0.5 job but in fact it wasn't, it was about a 1.2*". Being the first associate dean (teaching and learning) at the university meant Margaret "*could just write my own role statement really. And I found that I really enjoyed it.*"

Margaret was appointed deputy Dean and acted as Dean in the Dean's absence. The Dean of Undergraduate Studies retired and a call for expressions of interest was issued for the position. Encouraged by others, Margaret applied and was successful.

The role had *“a very, very big focus on teaching and learning ... on the policy and planning side of teaching and learning”*. A re-structure of the University Executive led to the conversion of Margaret’s position to that of a Pro Vice-Chancellor (Teaching and Learning). With the Deputy Vice-Chancellor (Education) position vacant, Margaret spent *“a very instructive year being an acting Deputy-Vice Chancellor (Education).”* Margaret did not apply for the position of Deputy-Vice Chancellor (Education) because *“I wasn’t interested in going for the substantive job at the time, because it felt like I had an awful lot to learn.”*

Margaret thinks her motto would be *“learning on the job ... and along the way trying to keep in touch with ... classroom teaching, doing some supervision.”* While acknowledging undergraduate teaching is now almost impossible in her role in because of the timetables, Margaret still supervises research students *“because that is important to me”* as well as continuing to research within her discipline.

Margaret enjoys the role because it has allowed her to take:

some of the things I felt quite strongly about to do with learning and about good outcomes for students [and] having the opportunity ... to do things at a slightly larger level. Thinking about some insights, practices that I thought were important or that I’d read about or that I had talked to colleagues about or that I knew there were projects on. Having the opportunity to think ‘well how could you actually step up to the next level... in terms of breadth of coverage? How could you step up and think about implementing some changes in the practice beyond just my individual practice? So that was a real attraction.

It was also to be honest a bit of a challenge ... W.B Yeats has a great poem called ‘the Fascination of What’s Difficult’ ... right from day one, even when I was just doing teaching and learning projects myself, ... I knew that it attracted some scepticism from some of my colleagues. I always thought it was a bit of a challenge to try to encourage and engage people in what I thought would be a pretty central part of work in a university. I thought there was scope for people to do that in what I hoped could be an

encouraging and engaging way rather than getting out a big stick and saying 'you've got to do this because we tell you to'. I was quite taken by that challenge because I think it is a challenge. I think it's a huge challenge to get past the barriers with some people who just basically are still in that place of saying 'oh for God's sake, just leave us alone to get on with the job, in private. We don't need you. We don't want you. Go away now.' That's quite a challenge.

4.2.5 Christine

Another first generation university student, Christine grew up in a home where a strong sense of fairness pervaded:

... my parents were extraordinarily fair with their four children.

They were fair, and are fair, in dealings with each other.

There's very much an equal partnership with Dad contributing a lot to raising us and contributing a lot in the household. When I went to friends' houses I was often surprised at the role the men played. My dad wasn't any new age man. He had been at sea for many years and was used to looking after himself. It wasn't mother's home or wife's home and so it wasn't unusual for him to cook or do stuff with us kids.

Christine considers herself fortunate in getting a scholarship that allowed her to attend a private school:

We certainly weren't a high income family. ... So when I went to [a private girls' school] it made a huge difference. I think it was the opportunities that were open to me. I'd like to make sure [the same opportunities] are open to others.

It was during her school years that Christine began grappling with her career choice:

Way back at school I was thinking teacher or doctor and always wanted to be a doctor. And I thought 'you can become a doctor and teach it but you can't become a teacher and do medicine.' So I did medicine and loved it and still see patients. ...

Christine then found that she faced further career choices between medicine as an academic or as a specialist. The possibility of future family responsibilities played a role in her choice:

Then I chose whether to go into a hospital or a university position and ... I knew I was going to be the one who would have to organize care for the children if they were sick - didn't have children at that stage - and felt that university would be easier than if I was doing [day surgeries where people had to prepare for invasive procedures] - you just can't cancel out of that. So I thought I had to be the one available so went the university route. And in medicine it can be hard to tell the hospital people from the university people because you're in the hospital. Both do research. Both see patients. They don't know who you're employed by. So those are the decisions that had to be made.

Further study and an ordinary academic career followed:

... when I went on maternity leave with my first child I somewhat foolishly thought you needed something to fill in your time. So prior to having the baby, I started the Masters of Higher Education ...and did those subjects because I felt that the teaching was what I enjoyed more than the research in my university position. ... [Following maternity leave] I just continued as a standard academic.

An invitation to act in a leadership role within the faculty provided Christine with the opportunity to extend her skills and impact:

...then the medical faculty was setting up a new problem-based learning course that was going to be given by the faculty rather than by individual departments. ... The faculty wanted to establish a medical education unit and they asked if I would look after the unit while they were waiting to appoint someone to the position and then a week before the applications closed they asked if I'd apply. I applied so then I became Associate Dean (Teaching and Learning) within the faculty and then I was asked to do the PVC role 0.5. I

really like new challenge. I really like change. It doesn't look like it because I've always been in the same city being with the same university. But it sounded like a new challenging thing to do.

I was going to do each 0.5 but it was really gobbling me up because there's such tension between faculties and senior executives or central administration and leadership. And while a lot of that is a healthy tension at times, if I was doing either job well I would be fighting myself to get the best outcome so I opted to go [full time in the PVC role]. There had been a change of leadership in the medical faculty I felt had more to learn and a lot more challenge from the central role than the faculty role.

Christine observed that such opportunities had provided her with the stepping stones to her current leadership role:

I haven't applied for jobs since my internship. Everything else I have applied after being request to. It's more like 'the girl who hasn't said no' more than a strategic [decision]. It's more like a succession of very interesting jobs than a career in many ways ... if you had a group of men you'd expect it to be more strategic.

4.3 Leadership and management

4.3.1 Lily

Lily sees leadership as “*about vision*” and “*about change*” and management as “*about stability*”. Lily nominates “*getting the context right*”, “*capacity building*” and “*distributed leadership*” as the summary concepts to describe her view of leadership, an approach that is validated by those who work with her:

Last year all the senior executives had to do 360 degree feedback and I got the general idea that I might have come out top or very close to it. Because the boss said ‘whoa, yours was good’. They don’t actually rank order, but I knew that I was up there somewhere. I think I averaged about 4.5 out of a top of five so that was doing well. In terms of leadership it is a nice bit of evidence that what I was trying to do was right. You have an hour’s debriefing with the manager of the 360 degree. When I went in they said ‘well, there’s really not a lot we could say because it would appear that you’re doing most things as you should’.

4.3.1.1 Getting the context right

Lily considers “*getting the context right*” as essential for the promotion of learning and teaching and that leaders need to ensure that policies and structures are in place:

For sustainable outcomes, [teaching and learning] must be embedded in structures and processes. The vision is then exercised through the structures and processes. I don’t think leadership is about an individual, in this case me, wafting around having visions. I think you’ve got to set up the structures to bring it to fruition. So I would see leadership as being about scaffolding ... get the context right and everything else should start to look after itself...

Getting systems and structures in place is a component of getting the context right and is an important aim for Lily herself:

culture emerges from structures. You get the structures right and the culture will follow ... 'Cross institutional processes for sustainable outcomes' is my mantra ...

but one that has its frustrations:

I call it the university shuffle. You want to dance steps forward but then you think, 'Oh, I've got to get those policy changes in place first'. So I have to shuffle sideways to get that done and then to do that I've got to take a step back to do something else and then I try to move forward again. It is a circuitous dance and so far I haven't moved forward. I'm still where the dance started. I had to get five new little pieces of policy through to be able to get one new system in place, then, of course, I had to get the budget and work with ICT and then the VC wonders why we haven't got the system in place already!

Despite the frustrations she has experienced, Lily is impressed with the planning process that has been set up at her own university:

We have cross institutional targets with a senior sponsor in charge of each. One of them is learning and teaching and I'm in charge of it. It's as if each senior sponsor has got a periscope and their job is to ... run their eye across the whole university. I think it was brilliantly set up.

For Lily, systems achieve consistency for the students and for staff. Much of her work has focused on 'lining up the ducks':

I realised when I got here that we are trying to move forward on good teaching and nobody's actually told the poor bastards what we actually mean by good teaching. We then wrote the 'good teaching guidelines' by back-mapping to policy. I then discovered that the policy needs rewriting so it is the university shuffle again. So I've gone through course and program review, then 'ok, we need good guidelines for good teaching', and then 'ok, we've got to

make that stick' so my latest thing is to write a series of questions for our performance review that supervisors might actually ask something about teaching. In turn, they are locked into the guidelines of good teaching which influences the questions that we ask. It's lining up the ducks.

Lily is satisfied with the progress to date in getting systems and structures in place, although criticism from some Deans has been unsettling:

We've had to do the policy changes and resource development. I engage with the Dean's criticism only to the extent that I have to. The rest of the time I sit behind the scenes saying 'we need templates for course development' and 'we need professional development', 'we need the guidelines' etc. This centre has raced to get all this done. One day the Deans will all look up and think 'where did all that come from'? But it's there and I've done it.

You ask me have I done it? Yes.

Ask me is it very effective yet? No.

But this is our year of getting systems in place. After that, we socialise these systems.

Lily cites policy development, online modules available to staff on and off campus, university level citations, awards and fellowships senior and associate aligned exactly behind those of the Australian Learning and Teaching Council (ALTC), a course and program management system with integrated professional development and the templates and the exemplars as examples of systems and structures that have been put in place.

4.3.1.2 Capacity building

The way in which Lily organises structures and systems is “*built on empowering [people], getting good support for each other allowing the individuality and the creativity in ... [because] building relationships are part of my values*”. Lily observes:

We've already got a very strong community of practice approach going at this university but I like the UK change academy approach

because it is more strategic and institutional ... I want to introduce the change academy approach so that the faculties are given that [Learning and Teaching Performance Fund] money only on condition that they have three or four leaders of [teaching and learning priorities] in their faculty and I bring together the five faculties with three or four leaders on three or four change academy events so that they can trade notes ... but the Deans think they should just do that on their own and they don't want me in there. But that is not good enough because staff in faculties are in silos.

In her own management style, Lily tries:

to practice good teaching principles in my management. ... if you're being a good teacher you're scaffolding a context in which students can learn and if I'm being a good manager I am scaffolding a context in which staff can develop their careers ... I need to support staff in the Learning and Teaching Centre to support our colleagues in the faculties who support students. Students are the top of the heap.

When first arriving in her new position, Lily interviewed each individual in the unit to get a sense of their place in the unit and their personal ambition. Lily thinks that starting at that point enabled people to feel heard and valued. As Lily observes:

There were people with great good will and there's a lot of talent here which has been terrific to work with ...

It was not, however, without its challenges. Lily needed to institute some radical changes in practice:

I think they probably saw me as the bitch from hell when I first came here. I said 'You can't have research days. We are a service organisation. Ours is service leadership. We must be available to each other and to the faculty staff' ... I've also got rid of three people in two and a quarter years who were non-performers because it is not empowering of the performers to tolerate the non-performers.

Having hurdles to jump in her own experience means Lily is very clear about putting opportunities in place for her own staff. Lily has provided structure and opportunities for staff to participate in leadership roles and to work collegially:

We got organised and running along project lines ... they also have their opportunities for leadership and we actually do call it a leadership role. So I got things structured up and humming along there. That is the scaffold. That is what enables them to take it forward in their own ways. I tell you some of the work that's come out of them, it would bring a tear to your eye it's that good. It is really good stuff.

While sometimes it may overload them, staff are involved in projects in which their horizons are extended:

They can build their careers. They get the networks and it does seem to be quite an empowering strategy. ... I think good empowering contexts are ones that are frame worked and scaffolded just like good teaching contexts.

You set the parameters, the bottom lines in particular but then when all that was in place the very high-end leadership is to get them publishing. ... It's got to be about higher education rather than disciplined-based work and most importantly they can engage faculty staff in the scholarship of teaching and learning ... That becomes their own kind of leadership in faculties.

While reluctant, Lily acknowledges that she has encouraged and motivated others with her approach:

More than once in my life I have been called inspirational but that isn't the kind of thing that I'd normally emphasise ...

4.3.1.3 Distributed leadership

For Lily, collegial participation in decision-making is an essential component of change management and effectively engaging staff in the work they are doing and the changes that are needed to improve. She used to work in women's health:

The whole women's health movement ... was fundamentally empowerment strategies and philosophies. I've brought that straight into management.

Lily describes university committees as a form of distributed leadership.

they might have fancy words like 'distributed leadership' but, really, committee procedures have been endemic to academic life since before ever I entered it. It's about participative decision-making.

Lily considers having a committee structure and having decisions taken through committees as an essential part of university governance to avoid what she describes as a significant problem at her university – the lobbying culture or the 'swinging back door' through which individuals lobby the Vice-Chancellor. For Lily, it is essential:

to be systematic because if you curry favour with one group you're undermining another group and they won't like it. You've got to stick to process.

A recently established Vice-Chancellor committee (long championed by Lily) with the pro vice-chancellors, deputy vice-chancellors and deans all around the table every second week has led to an improved atmosphere with the potential for processes happening more systematically.

The committee system in universities is not, however, the distributed leadership model that Lily thinks it could be. Lily understands "empowering leadership" and "change leadership" and is very aware of the exclusive practices used within cultures to maintain boundaries. Lily sees this played out in the ways that women are treated in university committees. As a new Associate Dean in a previous university, Lily began attending the faculty executive meetings at which sat the faculty manager (female).

At my first meeting I'm discussing something and I looked over at her and I asked 'what do you think from your perspective?' Now she'd been faculty manager for the whole time that that faculty had been in existence and afterwards she came up to me and she said 'that is the first time an academic has asked me my opinion'.

In a lunch time forum of a women's mentoring program, Lily introduced the topic of committees and how women like to exercise leadership in the university:

In one case, one woman was almost in tears about the topic of committees. You wouldn't have thought that that was going to be so emotionally charged. But the way in which women are treated on committees at universities is devastating.

4.3.2 Jacqueline

Jacqueline defines management as “*about control*” and leadership as “*about inspiration*”.

It sounds corny but I do think it's about inspiration. Setting the framework and encouraging and inspiring and modelling. And I think these principles or that distinction holds true for academic settings. That's been my experience.

Jacqueline is also strongly committed to collaborative forms of leadership:

I do firmly believe in the concept of distributed leadership. And I will always. It's a disciplined practice, of handing over the control ... There needs to be more emphasis on distributed leadership.

Jacqueline recognizes that:

People still seem to admire that the strong machismo controlling [style]. ... I don't personally. ...I'd experienced quite controlling bosses ... I think as a species we need to get over controlling others quite frankly.

[Control] is quite a preferred [style] for a lot of people. They really feel that they must control other people and make them do something. I just think that's the wrong way to approach in a

university setting. I heard one of the DVC's say 'this rubbish about distributed leadership'. He said 'we need to control and manage people'. And, yes, there is an element of that. However, if people came forward with their own expertise ... in universities they want us to get out of the way, not try and control them ... There is a balance as you do need to set up the framework etc. I think it's very important to let people come forward with particular expertise that they have already and who are genuinely interested.

Jacqueline does appreciate that this is not always easy:

I still have this tendency when I become very stressed to become quite instrumental. I will always have to fight that. It's a concern for me and I think it's a concern for other people too. Just get out of the way and let people do their thing.

Jacqueline found a study by McClelland (1975) "quite interesting":

There were three drivers. ... Autonomy, achievement and affiliation. And they found in professional settings that achievement was very high. In university settings, autonomy was very important. Clan based affiliation is a very strong driver. I found that quite enlightening. Because I think I have a high autonomy and affiliation drive. And yet they seem to be saying that a lot of leaders are high achievers. I think there is one in there for control. They have a high need to control others. When I did that particular dimension I have a very low need to control others. So it's probably an artefact of my own personality. It seems to work for me.

Jacqueline thinks "I'm demonstrating leadership" but recognises "it's probably better to go and ask someone outside". Jacqueline does get feedback from others about her "extremely consultative" approach and "really hard work" on issues in the university, feedback that has been confirmed by a recent 360 degree feedback survey. Jacqueline observes:

I try to go to the nth degree to consult. I generally don't seem to have many problems when I'm instituting changes.

Jacqueline provides an example:

I reviewed all our courses and disciplines. ... I reviewed the framework, redesigned it with colleagues. ... It was a huge consultation exercise. Focus groups. Individual consultations. I consulted with organisations externally. Think tanks. I brought in various sections of the university. We ended up generating a number of courses. Cultural heritage and cultural management and things that reflected the ... preoccupations of [our local context]. ... That was a huge undertaking. And through courses and disciplines looking at our whole admissions strategy. Very far reaching. It led to some phenomenal success. Our numbers have gone [up] fantastically. And the evaluation framework. It took a long time to get to the bottom of all that. So it's still problematic and all the pedagogical aspects online and blended learning aspects. So all we could do was set some general directions which is really what we did. We made many recommendations and, subsequently, a lot of progress. That went through academic board last year. And there has been a lot of progress.

Jacqueline is also recognised as a hard worker:

So I think what people say about me is that I am probably a bit driven. And if I have a deadline I will make that deadline. So when I get stressed I probably get a bit instrumental. It's just task after task after task. Because that's how I've learned to just get through.

Jacqueline is “*extremely worried*” for people at the university “*because there is just too much change going on at the moment*”. The climate of change across the university has been constant:

We had an academic restructure and an administrative restructure [and] reduced our administrative staff ... All the heads of school positions were abolished. We now have [all the] deans ... report to the VC. ... we are all in a matrix model ... So it's been a hell of a lot of work. ...there have been several reviews.

Jacqueline's portfolio has broadened beyond education:

I have been involved in the staff agreement process and with another university regarding possibilities of a partnership[in some areas]. So I have regular meetings and I'm trying to take that forward. We are thinking about how we can do combined degrees and this may be just the beginning. But it is through meetings to date. There have been some very good proposals ... we don't know where this will lead but we are remaining open at this point.

Jacqueline also has driven a number of changes:

... I need courses to be more distinctive [to differentiate them from other universities in the area]. So we have to have a distinct high quality set of offerings. So I think we are moving to that.

... And I think having a streamlined evaluation system with a pack of information with checkpoints ... we've adopted a teaching and learning quality improvement cycle and I really want to make sure that works in the university.

... I want to implement and evaluate our learning support suite of strategies. So they are all in operation this particular semester. So we are half way through those at the moment. And evaluate how it works and adapt them further. So building up a high challenge high support university. That's where we are heading.

... And we established learning support initiatives. So now students are offered a five week generic study program. In addition, they have extra in-discipline support as well as peer support.

... And I think pedagogically we are being pushed a bit in terms of the evaluation side of it and getting the scores up. But we can't do that at the expense of professional development. We have a system for identifying the lower performing units and unit information. Rewarding those who are high at the faculty level.

... But we really need to keep professional development in mind. And I think we have lost sight of that in our push to raise our

scores ... So pedagogical improvement. I am framing that currently around assessment. I looked at both the qualitative and quantitative data from the questionnaires from the whole review. It seemed to me that a lot of the main problems areas were the staff quality and in assessment and feedback.

... Currently we have inter-related projects to link learning outcomes to the assessment schedule. Looking across courses that provide adequate feedback ... Maybe illustrations in terms of the feedback. So there are strategies in train to address this.

Jacqueline is particularly concerned about the Associate Deans (Teaching and learning). She seeks to provide the Associate Deans (Teaching and Learning) with a supportive context:

I meet with them fortnightly. I provide lunch. I was giving them a lot of information at first. But now it's just listen to them. It's completely changed over. And develop what are the hot topics at the moment. What can we do to help one another. In some senses it's like a support group. Because they are so upset by all the change and what's going on in the faculty. We are there to support them. So I am still hearing that they are finding it quite tough. I am just wondering at the moment what I can do to support them.

Jacqueline does not want that the Associate Deans (Teaching and Learning) emulate her:

What I am worried about is my Associate Deans (Teaching and Learning) are picking up all the things like me and doing that to themselves and to others. That's just the way I handle my own. I really don't want that. Leadership is about taking the time and space to think deeply about something. So you can come up with the most appropriate action for the time. ... I think we have much busy work. ... I think it's unwise to run yourself into the ground. You can't think clearly. Poor decisions are made that way.

Asked whether she was able to create that space for reflection, Jacqueline responds with a tone bordering on desperation:

No. I'm definitely not. I'm sitting up late every night. I'm writing reports. I mean I guess that's a form of reflection. Just getting things done. I don't have enough time. Back to back meetings all day. I get here at 8.15. I'm sometimes going at 7.30. I think this particular job is very demanding. The workload is huge.

And when asked how she stays sane when she doesn't have time to reflect, Jacqueline answers:

Seriously? I'm becoming more and more cranky. I'm becoming quite cranky and I hate that. I'm actually very placid and calm. I've always been like that my whole life. This is the first job where I've really started feeling cranky all the time because I'm just so tired.

Jacqueline counsels the Associate Deans (Teaching and Learning) to “*stop working and go and have a holiday. Take time out. But unfortunately they are probably similar types [to me]*”.

Jacqueline plans to take her own advice:

Because I've got the [international] conference. And I just decided I was going to do it. I mean that's important for my career. And also take the time and go to Europe. I kept thinking I have to stay here because this is happening. And I thought 'sod it. I've now been here for two years and I've not really taken a holiday'. Because the first Christmas I spent writing a huge report. The second Christmas I was just filled with stuff that I was just writing or reviewing or doing. So I've got to draw a line in the sand and take time to think what's the next step.

Jacqueline thinks it is easier to take off a block of time rather than to try and build it in to her daily, weekly or monthly routine:

It is better for me. It helps to get away from the place altogether. Because its a temptation to keep helping to hold it together otherwise. I've often thought that. Because, when I was

researching for my doctorate, I came across research on insight. ... The researcher agreed with the notion of double-description. One-eyed vision is very flat but [with] two eyed vision you get depth perception. So if you go to another context or just do something differently you get a different view on things. You find a lot of ... academics [from here] have places down the coast. They just head off down for the weekend and it just changes your perception of things. So I think just getting out of the context helps you reflect in a way that you can't if you try and take time in context.

4.3.3 Kathleen

Kathleen believes:

... there is a distinction [between leadership and management] and I've read stuff about it and tried to think "Am I a leader or am I a manager? Am I inspirational or transactional?"

... Probably my tendency is to manage because you can understand it. You can put some boxes around it. It's got some structure around it. You can see a process. So I have a tendency to manage. And that's it. I'll probably wean myself off a lot of that because it doesn't get you anywhere in universities although you need it going on in universities.

... Leadership is what people want or believe they want. And some have different perceptions of what that leadership should be from others.

... at my previous university, I had a conversation with one of the professors who seriously wanted me to get up and make speeches.

... And I have never worked that way. I can make speeches if I have to ...

... My view of leadership is probably working with groups, maybe big ones, maybe individuals, but to bring them along with me. So it's the facilitation, the persuasion. Not to give the rules. There's a tension I think. Success in what you do depends on those two things

being mixed together. And probably in different ratios depending on what you try to do.

... So all this QA stuff requires a lot of putting it into non-threatening language and persuading people that it's actually important while on the other hand knowing how to organise it and make it actually happen behind the scenes. ... maybe they're two sides of the same coin. I'm still confused.

Kathleen observes that “*Leadership is what people want or believe they want. And some have different perceptions of what that leadership should be from others.*”

Kathleen describes a conversation with one of the professors who expected her, as a leader, to make charismatic and inspirational speeches, but observed that “*I have never worked that way.*” Kathleen recognises that she has become more facilitative in her approach

... Each institution has required something different from me but [I have learned that] the only way of having success around here is working at convincing, creating functional networks of people who will take on board and do what I can't do. The reality of the position is that I don't line manage anybody. I don't have all the money I had as a dean. I can't say 'you will do this'. Although some people think I can. It's interesting their perception of my power versus my perceptions of my lack thereof. I do think the only way in this institution is to persuade, persuade people, open a discourse, listen to people.

... That's a skill I found very hard to learn, to shut up and to listen to what people are saying. And some people tell me I don't listen because if you don't do what they say then you're not listening to them. This morning someone said to me 'oh, what's wrong with this issue is you don't take advice'. ... I restructured what they were doing which was probably the source of that particular gripe.

... I think you have to listen. You have to figure out where they are coming from so you can justify yourself accordingly. You have to develop some skills of persuading and I don't think I've necessarily

got them all. I can persuade others more easily I think if you can get on their wavelength. And there are some people who are difficult because you haven't actually got their measure. I think it's a constant learning curve, a capacity to adapt.

Kathleen hasn't thought of a metaphor or comparison for leadership:

... I must admit I'm probably a lot more of a concrete thinker. I just see the job and categorise, reductionist, reduce them in doable bits. There's a video around that you've probably seen, of the guy herding cats? So I think that's a good one herding cats that's probably [my metaphor]

... sometimes solutions seem so clear to me and it frustrates me that it takes forever to get anything done. I don't know how you put that into a metaphor. Eternal patience probably.

4.3.4 Margaret

Margaret contemplates the entwined nature of leadership and management and her own preference for distributed leadership:

I think that both leadership and management have elements of the other within them. I think to some extent at a day to day level it may seem like just a matter of emphasis. At some level I do see them differently.

I have a particular view of leadership that doesn't see leadership invested only in leaders. It's a much more distributed view of leadership and how it functions. None the less I do see leadership possibly as being characterised by more strategic thinking, and management as more to do with operational hands-on matters of getting the stuff done, implementations. I think they're absolutely critical to each other.

I think good managers must be good leaders. I think that leaders must also be aware of people management issues and project management issues or they're going to have endless visions but nothing's going to actually happen. I think it's about thinking

critically about 'what does my role entail? what balance between those elements do I need? and how in turn does that then have an impact on my relationships with directors, deans what their role might be or how they're thinking about their role? Because I think it's an intricate dance a lot of the time.

Margaret describes her own leadership style as

enthusiastic collaboration with a realistic hard edge in terms of delivery ... I love wafting around in the world of ideas but one of the things that clarifies focus wonderfully in roles like Pro Vice-Chancellors and associate deans and deans ... is there's usually someone behind you saying 'well what are you doing? What are you delivering?'

Margaret contrasts this with

the life of a more conventional purely academic teaching research life - I think a lot of that life is characterised by a very long lead times, fairly fuzzy deadlines and a reasonable absence of people tapping you on the shoulder and saying where's that thing you were supposed to deliver?

I think that named leadership roles bring with them ... inevitably, much clearer deadlines, probably a larger bunch of people who will tap you on the shoulder any one time and say where's that so and so that you were working on? ... more formal lines of accountability and some of them, at least these days, tied to money.

So I guess for me a commitment to collaboration is really important in various ways. I think it brings good results but I also think that for me ... it's personally and politically [in broad political terms] satisfying to function in that way.

Translating the vision into outcomes is also important.

To collaborate with others and to bring people along with the vision that she has, Margaret thinks:

... enthusiasm and engagement goes a long way. That can be really hard. Some days are just not made for enthusiastic collaboration but generally I think that I try to focus on the ideas and the vision rather than the potential roadblocks, the people politics, the minutiae of perhaps why something would be difficult to achieve. I think that if you get into that you can get into a sort of very negative thinking.

... and a university is a complex organisation so it's pretty easy I think for anybody to sit down and instantly think of a dozen good reasons why nothing is ever going to work because it's just too complicated and too hard. So I think it takes a little bit of madness to try and maintain a sense of focus but also optimism and a focus on the idea.

... I do believe people want to be good teachers and they want students to have terrific learning outcomes. And I have to believe that because otherwise we would all have to pack up and go home. But I think that even the worst teacher ... even someone who gets really awful student evaluations and so on, I'm sure that sometime or another in their career they aspired to be a good teacher. So underlying all the difficulties and all the 'we can never do this' and the 'we can never make this change' type attitudes that you encounter some days I think underpinning all of it there is a good reservoir of good faith and belief in education. And I will continue to think that even on the most horrible days.

... a degree of empathy really helps ... if I am faced with someone who is very resistant to ideas or to initiatives in teaching and learning I will try to express empathy by partly saying 'yes I really remember my 20 years in the class room.' Talking from that common basis of experience helps from time to time.

Margaret describes her own aims within the institution as:

... very broadly ... promoting the credibility and significance of good learning and teaching. Sounds obvious. Sounds corny. But I think it is an ongoing process not least because we have a turnover in academic staff as well as the people who await to be convinced. ... to think about, and I hope to build up, the integrity and processes we use to deliver and to evaluate and to review what we are doing because I think we can't rest on any laurels. That we do need to be self aware and alert to the need to think critically. I mean a lot of this sounds obvious and sounds a bit jargon ridden but I actually think that we do need to maintain a strong sense of reflection.

Margaret encapsulates her philosophy as an educational leader as:

... we know ... how exhilarating effective learning and teaching can be, but we also know that through the same processes how absolutely soul destroying it can be where it's not good. ... it is something about appreciating what may be some of the more enduring things about learning and teaching but ensuring that they are responsive to a changing context and I include in that changing context the changing needs of students. If nothing else, good education has got to be characterised by responsiveness to the society in which it's happening otherwise it's not good education.

4.3.5 Christine

While recognising the varied nature of leadership, Christine focuses on the strategic nature of leadership and the responsibility of leadership in her definition:

... I see leadership as coming in all different sorts of guises. But it involves developing the vision, developing the strategic purpose and then being able to engage people with the vision and strategy and enabling them to work collaboratively and cooperatively to achieve that. I'm not saying that the leader has to be visionary, I'm not saying that at all.

...The leader is the one who does set the goals, decides where the goal posts are going to be and helps the team get there. I think the leader is also responsible for the achievement or otherwise of those goals.

... I think there is a lot of responsibility that goes with leadership in terms of making the difficult decisions, but also in terms of nurturing and supporting those whom you lead.

Christine has three goals uppermost in her mind:

One [goal] is that the university experience of our students, particularly our undergraduate students ... get the best possible experience - be that in the lecture theatre, laboratory, tutorial, the space within the library, the community. That we develop quality curricula. That we have teachers who are really engaged with the learning experience. That we remove barriers to adopting best practice.

Another major goal, in relation to equity, is that we are very high in aspiration for the best and brightest students that will come here independent of circumstances. A needs blind initiative isn't really possible given we have got this highly inequitable schooling system. And how do we ensure that those who want to come here and have capacity to do well here, to explore this environment in a positive way can? How do we ensure that they come here independent of their background? So that's the thing that's exercising my mind at the moment.

The other goal since I've come to this position is to try to work the academic professional divide to strengthen the nexus there. I think it varies across the university. But in some areas it's a very marked distinction to the detriment of the students and I think the staff experience.

4.4 Values

4.4.1 Lily

Lily attributes her values to the era in which she was a university student:

I was a student in a year of student revolutions in 1968. Wherever you were, whatever went on at that time, it actually gave you an impression you can make a difference in this world. So I think that there is a little bit of that evangelical thing which makes you think that you can make a difference.

Lily values relationships. “*Women supporting women*” and “*the support of female friends*” is a fundamental principle for Lily despite “*the worst bullying incident of which I was ever victim was by two women*”. Of her friends from her all-girl grammar school, Lily reflects:

...we had a reunion last year for our mutual 60th birthday ... 20 out of 32 rocked up. ... At one stage I looked around. I just stood back from them just wanting to enjoy looking at them and the way they were interacting with each other. It was all so facilitative so caring. It almost brought a tear to my eye watching them supporting each other. It's absolutely beautiful and my school friends have been the rock of my life.

A key part of Lily’s leadership has focussed on carefully thinking about how life for students at university can be made “*a whole lot better*” undergirded by the values of how those in the women’s health movement who:

thought very carefully about how they were going to work with women. Similarly I think that when you are trying to promote

*teaching it's about learning to think very carefully about how
you're going to work with students*

Lily has been significantly influenced by second-wave feminism, particularly the women's health movement of the '70s:

*... 'Why have a women's health movement?' ... it was about
process. That the doctor's surgeries and the hospitals were not
treating women with due regard or even treating the issues that
women themselves defined as important. ...*

*those women in the early 1970's ... had a couple of options. One
was fight the medical profession and the other was to just quietly
move around it and set up their own processes.*

*A lot of that has now become institutionalised but they did enough
to actually affect how general practice surgeries and hospitals
were operated, for example, to support the role of midwives etc.*

*So they were real change agents and I think the kind of work you
and I do is change work. And I don't see an awful lot of difference
between what is done in the health area and what is done in the
teaching area. ...*

But it is not just the women in Lily's life who have been important:

*The personal support of male friends has been significant. They are
prepared to sit and listen. I correspond by email with a lot of them.*

*One guy I've known since I was 18 ... Last year when things were
so difficult, I'd email him to talk about [what was happening]. ...*

He shocked me out of my academic perspective sometimes ...

Students have also reinforced the value of relationships in Lily's life and style:

When I got the national teaching award, a student of mine from 25 years before wrote to me and it was all about the way in which I affirmed her and supported her. There's not a teaching strategy in sight. It's all about the relationship.

4.4.2 Jacqueline

Jacqueline identifies two leaders, one "far off" and the other close, both of whom have had a big impact on her own formation as a leader:

Do you know I always wanted to do her biography ... I really want to do this one of Carmen Lawrence. I've always admired her. She's Catholic ... I'm not a Catholic anymore ... But I was very inspired by her ... She was bright and she cared about other people. She actually was a very good leader. I think she just got tangled up in the mess in WA and really came unstuck. But that was a great shame, with her because I think she had so much potential. So I think she is pretty high on the list there.

Someone here was quite formative for me when I first got into the university setting. She was an associate, first a senior lecturer, then an associate professor and she was quite political and she knew, she could see, what was going on from everyone's side ... I liked that ability. She could manage up, down, sideways. She had a helicopter sort of view. She could jump into other perspectives and I admired that ... She was a strong leader that's for sure. And we're still good friends. She ended up retiring.

A common theme is Jacqueline's gratitude for the support she receives from others:

I've got fantastic people under me. They are brilliant. So I'm supported by really good people.

... None of this could have been done without tremendous people across the university. I think because they knew me because I'd worked here before. Many people know me so I think I didn't have to do the ground work.

Jacqueline does not have much tolerance for the behaviour of some leaders who are driven by personal goals that lead to behaviours that have a great negative impact on people:

What I dislike are leaders making change for its own sake. They are not thinking about how other people are experiencing it. They are only thinking of their own career and how to get to the next position. So I think there has to be some karma for them ultimately or it's a totally unjust world. The effect that they have on other people is just extraordinary.

4.4.3 Kathleen

Honesty is a core value for Kathleen who observes:

... and that's a bit of a problem because I don't know if it always pays to be honest. I think consistency, transparency, that sort of couples to being honest as well.

Listening is linked to humility and recognition that others have something to offer even if they are not the leader. Engaging others and being prepared to consider their ideas and opinions are aspects of this value:

Being prepared to listen, to listen ... not believing that you are omnipotent, being a bit ... It sounds like a very old fashioned view of things but there has to be a degree of humility though I have to admit that the people who get on don't look like they've got any. ... I am in a bit of a quandary about that one. But I do believe that to have ground roots buy in and success you've got to be 'not up yourself'. Talk to a person as if they are a person not a position.

Try not to come with the trappings of whatever your position might be.

I do have a tendency to probably say things I shouldn't so I've tried to rein that one in. Be more circumspect but never-the-less ... you don't want to look like you've got big secret agendas going on. ... I think you need to be honest about where you are coming from and honest enough to know to say 'I don't know' when you don't, to take peoples' advice because they might be less senior than you but it doesn't mean they don't have good ideas and good opinions. Maybe call that humility but maybe call that being plain sensible.

Kathleen aspires to be honest, a good listener and humble but recognises that these values are not usually the ones that lead to a success in job interviews or progression up the career ladder:

They are not necessarily the [characteristics] that will lead you to a career trajectory but they might actually give you a few successes.

If you go off and try to sell yourself somewhere else, they're not necessarily the things that ... other people want to buy although they need them.

I think at interviews the things that are usually looked for are this sort of visionary type thing: 'I'm the leader of men and women' or what have you and 'I've got clear ideas about where we are going to go and I can do this.' A doer and self-assured, have 'the answers and a self-assured approach' will get you promotion and up the ladder whereas the things that are often needed to make things happen, those things can win sometimes.

But my belief is that greater depth and longevity to your successes don't depend on [having the answers and a self-assured approach], they depend on this sort of more engaged approach. ...

I wouldn't say that mine are universally agreed to views but sitting here they are what seem [to me to be the case]. People can have both [self assurance and humility]. They are not mutually exclusive

characteristics but I think often to get the progression up the totem pole you have to have this aura. I always say 'you have to be a tall thin woman not a short round one'. ... I still think there's a greater credibility from men to sort of thin, tall women. I don't know why. I just think that's the case.

4.4.4 Margaret

Margaret has a strong political commitment to education:

that sense of education as being broadly political in nature. That there is a politics of knowledge. There is a political context in which education happens or actually doesn't happen. So education is just one of my commitments but it's a strong commitment and it's a political commitment in that small 'p' sense of it. I do think it's fundamental to so much else that happens in the world and at the heart of that is the student and how well or otherwise their learning and what they experience is like.

Margaret asks herself:

How do we get higher education moving [beyond a fantastic experience] to the next level and to do that not just for your conventional privileged student but for the mature aged woman, for groups of indigenous students, for groups of students from low SES backgrounds? All of those commitments I think are intensely political. So that continues to resonate with me. Very much.

For Margaret, there were the critical incidents and 'things that really got up my nose' as an undergraduate student that Margaret remembers and that have influenced Margaret's values and approach to what she does. Margaret gives an example:

I can remember a mature age student, and at a GO8 university there aren't that many mature age students, having to leave a lecture early and it was a first year lecture with probably about 1000 students in it and as she went piling up to the back of the lecture room to race out and catch a bus. The lecturer, who was a large and fairly pompous guy, very theatrical in his lecturing style

and so on, caught sight of her in the corner of his eye and drew himself up and stopped his lecture, and with a great dramatic pause shouted to the back of the room “excuse me madam. Where do you think you’re going?”

And this poor woman just turned around absolutely scarlet and said “I’m going home. I’m going to catch a bus. I’ve got to go home to make my family’s dinner.”

And he said “I suggest you go catch your bus madam and think very carefully about whether you come back.”

While Margaret recognises that similar things occur, and have occurred, to many students or students have witnessed similar events. Margaret observes that, for herself:

It doesn’t take the shock and anger away from that experience and just thinking ‘people can’t behave like that’.

...I think that from those experiences is born a simple commitment to try to make things right or better.

Margaret thinks about other university leaders who she has admired and attempted to emulate while she ponders on the personal qualities of an effective leader:

I suppose personal qualities that I think are really valuable in, and ... the hallmarks of good leadership, of effective leadership, ...

Honesty and integrity. Absolutely fundamental to be transparent about what you’re doing and what you’re attempting to do.

Particularly in the area of learning and teaching because it is still seen by some as an essentially private area, a private secret area.

I think that the most destructive kinds of leadership are those which are not transparent, those which are marked by different messages to different groups of people ... I think in an organisation that is horribly confusing and really not very honest.

... I think having a sense of professional integrity about what one is doing is probably upper most for me personally, doing that in a way that is most respectful for other people too... which isn’t to say

that everyone runs around loving me to bits by any stretch of the imagination but respectful of other people's roles and what they're attempting to do ... So I think being clear, being transparent, being respectful and expecting that from other people in return.

One person particularly stands out for Margaret as a role model who has significant leadership responsibilities and still maintains their personal integrity:

... someone very senior who is a real champion of the things of actually learning and teaching, very, very passionate advocate for the things that he believes in. Certainly has all those things I talked about earlier of integrity and transparency and being on message for the audience without sort of fear or favour and I think, as kind and friendly a person as he is, he doesn't bend the message to suit the audience really ... he'll fashion it. He's obviously aware of his audience. But he won't tell one thing to one group of people and one thing to another and certainly with this person it's what you see is what you get. Absolutely and I think that that's another trait that I really admire and try to emulate.

For Margaret, collaboration and engaging others needs to underpin what leaders do:

We are interacting with so many groups of people that, whilst we need to be true to a certain message, one does need to be flexible in the leadership style and in the way we conduct ourselves I think. ... I think the underpinning characteristic though should be back to those of collaboration and a kind of friendly engagement.

4.4.5 Christine

Stemming from the strong influence of her upbringing, Christine has:

... a very strong commitment to fairness and to all that's embodied in equity in its broad sense. I value fairness extremely highly and in a sense when people have been unfair, they're the things that distress me the most.

Her academic training has also had a strong influence on Christine's principles:

The second, I greatly value evidence whether it's coming from [my discipline] background and diagnostic thinking, of gathering evidence, making your hypothesis etc and how critically important it is in that environment. I'm having moved into an area where the evidence is very different not the quality of evidence but the expression of evidence is different. And also realizing that with the very different ways of knowing around the university we do view evidence in many different ways. I've become aware through my leadership role of how strongly I believe in an argument for practise on evidence because that's probably when I'm most surprised when people do things despite the evidence. I find that quite surprising.

For Christine, it is the people who she works with who make her work worthwhile:

I value the collegiality. I love coming to work because of the people. I value highly the opportunities to collaborate to talk to share and providing opportunities for that are very important to me.

Christine recognises that, as the eldest in her family of origin, her valuing of responsibility 'is deeply ingrained' arising:

no doubt [from] the 'first child' sense of responsibility. I value responsibility. I've been cautioned to pull in my sense of responsibility over something. That I can't be responsible for everything. But I do feel strongly the sense of trust that's been placed on you where you are responsible. Especially if you are responsible for leading and managing people.

Christine values openness, a value that she hadn't recognised until she moved from the faculty to *the much greater complexity of the centre*. The contrast surprised her:

... one thing that characterizes leadership discussion [in the faculties] was an openness. You could be very frank. People would be quite brutal in meetings but there was no sense of anything lingering after you left the room. You felt you could, as long as it's

on the issue not the person, you could argue as strongly as you wanted.

That's very different [from the centre]. I have had to learn a completely different way of behaving. So that when I am in a situation where I believe people are not being genuinely authentic. I try very hard to be authentic although with much stronger constraints. ... There's a lot more diplomacy, a lot more strategy applied to get to the same end. Whereas in the past I might have wanted to argue for a program in the faculty and I would have just argued it on its merits not openly lobby, try to cast it in particular lights to appeal to this or that. I've realized that ... you do have to have a more strategic approach, that not all people value an open approach or completely open discussion. There are so many competing interests in the discussions I have now that I'll leave unsaid a lot of what I would have said before and try to work out other ways to achieve the same end. That's been recently. That has actually been a steep learning curve.

Christine cites two vice-chancellors as leaders who she has admired greatly, one of them her current Vice-Chancellor:

Two leaders who I have really admired, although I don't know one of them very well. [A female] vice-chancellor who seems to me to be highly intelligent with a really strong commitment to equity and diversity and fairness and to the community and is a leader who really brings people along with her.

[My VC] is extraordinary. It is an amazing privilege working with him, for him. He is what I would aspire to be. ... He is really quite visionary, but is also very personable and has this just amazing political and strategic mind. It's terribly interesting to ask why he does things. ... he's a leader that is good at perceiving people's needs. And he's even better at recognizing when he's gone wrong. When he gets feedback that someone's taken a different message from him than he intended then he'll get on the phone or

immediately try and address that, so he's very personable. A great communicator and he just does strategy so well. I suppose that comes from government - his discipline is politics and governance so he's got a knowledge base as well as personal skill at it. They would be the two role models.

4.5 Success, barriers and challenges

4.5.1 Lily

Lily thinks rank and position contributes to success, *“it helps to have status, being PVC has helped”*. Being linked to national and international networks, having high-end scholarship and possessing change leadership skills were also useful for Lily:

What's helped me to achieve success? I think my experience in other unis, my community development, social change theory, innovative colleagues, networks and my personal educational background.

Lily observes, however, that effectiveness as a leader within an institution is affected by other leaders, institutional culture and systems:

I think [what I have done] could have been more successful had there been the leadership at the top which rendered the context ready to receive the innovations. I needed more air cover.

So what have been the things that blocked my achievement? Faculty opposition, Deans, heads of schools, lack of support by the boss, poor systems and the male culture.

The Deans as a group had been the source of much grief for Lily. Large, directionless senior leadership committees unable to achieve decision making combined with a small elite group, of which Lily was a member, who met with the Vice-Chancellor:

set up tensions because the Deans felt excluded [and] saw me as being in a privileged position So putting it bluntly they became rogue. They caucused. They opposed everything that was going. They opposed everything that they saw as central. We are central.

On her side, Lily describes “another barrier is my isolation from the Deans. I wasn’t at any committee meeting with the Deans.” The lack of central collaboration also was evident at the faculty level. Lily perceived that the Deans went off on their own tangents and “don’t do their own interaction ... not engaging their Associate Deans in the faculty action planning”.

Given the opportunity, Lily would:

empower the heads of schools. I think that one of our weakest links is heads of schools. They’re the least engaged in learning and teaching processes in my view ... [so much more could be done] if they weren’t sat upon by Deans, if there was a direct link between [them and] the learning and teaching people [at the centre].

Lily described the personal cost of attempting to achieve what she wants to achieve:

The bullying which is zapping of my confidence and self esteem ... the random decisions that surround me. Here’s me trying to get all these systems in place and then ‘pow’ something comes in from the side you think ‘well, where did that come from?’ What’s happening is that individuals from across the university are going to the vice-chancellor and lobbying him and he makes decisions around the table, gives them a direction, and it’s completely the opposite direction of what you’ve been in there ten minutes before and set up to do.

... the behaviour was unacceptable whatever the cause. We could deal with the causes but at some point senior academic staff really need to take responsibility for their own behaviour and their behaviour was bullying and appalling....That culture would not have emerged had there been strength at the top I believe.

Lily knows her experience is not unusual and is angry:

I know someone in a very senior position has quit three fifths of the way through her contract. And when I spoke with her she just put her head in her hands and she said ‘and I know the waters will close behind me’ and I just felt so sorry for her and for all of us because the issue is that learning and teaching leadership is being

driven, I think, by governmental imperative and universities are just not ready to receive that kind of leadership. And too many individuals are getting burnt out by that kind of bullying ...

And I think it's quite appropriate to talk about bullying. [if you] put a domestic violence frame of reference over this exclusion from knowledge... [they are] isolating you.

... you could actually go to the literature on domestic violence look at the definitions of domestic violence and one might see it applies to those trying to manage in the learning and teaching area.

Lily considers student numbers, governmental interest, the quality movement, privatisation, globalisation, accountability for expenditure and the need for an evidence base as the most critical drivers for the future. In considering challenging issues, Lily identifies “*contending with the research culture*”, the issue of resources as “*critical*” and student diversity, particularly where there are language issue, for which students will need a lot more support.

One of Lily’s biggest challenges, however, is the sustainability of outcomes. Without sustainable outcomes, Lily considers:

learning and teaching centres are just the froth and bubble on the side that enables the university to be accountable to government for doing something on learning and teaching.

Instead, Lily wants “*the learning and teaching work to bite*”.

4.5.2 Jacqueline

Jacqueline thinks the key factors that help bring about success when leading change are:

Trust. Building up relationships. Pay more attention to them. It's relationships and trust. Because if there is genuine trust in one another I think generally people want to contribute to something larger than themselves and problems will sort themselves out.

And, communication. It's extremely important.

Jacqueline tells a story to illustrate her point. As consultants for the public service, Jacqueline and a colleague had conducted a two day structured experience on negotiation skills:

We wrote out all the tasks of local government, like a local council. ... We gave the work group the functions and [would] say 'go off and form government' and just kept stopping the process periodically as consultants and would offer comments as to what was going on, just questions, and fielded them. And it was just the most amazing thing we found each time we ran it, people would naturally form into two different groups. There were people types and there were task-oriented types which would sit there barely talking to each other and just trying to sort of figure it out in a schematic type of way. Whereas the peopley ones, would all go down to the coffee shop, because we didn't put any restrictions, and got coffee and talked about it. The peopley ones always completed the task before the instrumental ones. The first seemed to cluster together. The people ones would hit it off with the other people ones and they would always come back and help the task oriented ones to complete their task because they'd already finished ... It would happen time and time again. So that taught me ... when you build relationships you maximize ... people with particular motivations getting on to something, simply because they're motivated at that particular point in time, so it just becomes something over and above the collection of individuals. And that's actually quite useful.

Jacqueline considers a number of things that block achievement in leading teaching and learning in universities:

I think maintaining the status quo.

I think meetings that are only about performance, performing your job in a sense, the paid performance, I think are just a waste of time ... I've seen some people performing when there's actually no substance at all. We all know that meetings can be unproductive.

The level of self-confidence of people, especially the lack of self-confidence or efficacy in their ability to make a difference, is a challenge that Jacqueline identifies as one that she has had to grapple with personally as well as with others within universities:

I think a lot of it is people's lack of confidence. Of one's self confidence. It's a self-efficacy thing ... It's the belief that what they are doing leads to something. I've really fought with that myself and I still fight with it. But that's particularly women, because the blokes will just calculate. They will just tell you so easily what they are doing.

4.5.3 Kathleen

When asked about success, barriers and challenges to good teaching in universities, Kathleen ponders on the nature of teaching:

... I don't think you can understand teaching like a reductionist scientist, that there are things you can work on fixing up. You can do a bit of it but there's still an element of the person and the creativity and the desire which I don't think you can teach but you can hope to optimize

The creativity and magic associated with good teaching is a common theme:

... I know it's not politically correct but I do think there is an element of the thespian in teaching. You do have to actually engage the students. A lot of that has to be personality dependant. I don't think you can actually train people in that element. The person wanting to communicate or the person wanting to be interesting. The thespian if you like.

... its creative ways of thinking about what you are doing and trying to engage people and make them just as enthusiastic as you are about it. That may sound very simplistic but I think that lies at the root of it.

... the magic of being able to turn the light bulbs on, being able to explain things, work with students. I think that adds a critical

element of creativity and that, in some ways, is tied up with being a researcher so this ... attitude of mind that supports good research is the attitude of mind that supports good teaching. It's not the transmission mode, that information from here into there, because it doesn't work very well. Although for some of it does.

Kathleen recognizes that creativity itself isn't enough:

... But that's not the be all and end all because you can have amazing lecturers who can get the students all excited and the depth of knowledge is [non-existent].

... I'm assuming that [lecturers] know what they're talking about. You have to have content knowledge, you keep up with the field and have all that awe of scholarship about you but in essence the good teaching, I think, is about the creative mind set, the capacity to communicate, to understand where the students are coming from and to think about different ways to bring them along. And a logic behind it. There always needs to be a logical understanding of it, of what you are doing, and I suppose a commitment to doing it.

Good organisational skills also help:

I actually do think good organisational skills are important. I do think you need to have a clear plan of what you're trying to put out. It might seem very manageable.

An obvious barrier to good teaching is:

...people not knowing that they are not doing it well so not seeking feedback, not getting help, thinking that it's okay. ...or thinking "this isn't what I want to do".

Institutional barriers to good teaching include the ongoing tension between teaching and research and the infrastructure and resources to support good teaching:

...people who feel torn between the tension between research and teaching promotions and job opportunities based on much more research than teaching. Despite years and years of carrying on and reading about it people putting in teaching awards and grants and

things like that I still don't think it's got the same status. So there is an inherent tension in any academic about where to put their energies when there is less time to do anything. That's nothing new and has been going on for so long that I'm not sure we have any solution to it.

... There are probably a whole lot of institutional things like not having a good infrastructure. I'm not saying technologies are all but having no whiteboard, or no recording of lectures. I know ... recorded lectures doesn't mean good lectures but people not feeling that they've got the tools necessary to do the things they want to do. If its laboratories, it's not having enough technical help to get things organised. It might not be with the individual themselves but the things behind them.

... doing more and more with less and less still. ... obviously the financial bottoming out, whatever injections of money are made into higher education sector. So if they do fully fund research it may take some of the pressure off the cross subsidizing by teaching. If it happens that may be one of the effects. But I've got to be realistic. The money isn't going to be stuck in here. So it is the financial resources.

Kathleen appreciates that there is a challenge in balancing the need for accountability and quality assurance with the need to allow the necessary freedom for good teaching to happen:

... trying to constrain and put rules around [teaching] too much has the potential to kill the creativity, to make people see teaching as the task. You walk a fine line between this accountability need [and] getting people to reflect on the quality of what they are doing, which people view as being driven by government bureaucratic stuff and the innate desire to be good at your teaching.

... there is a fear of ongoing and more government intervention even though Julia Gillard said "Politicians out, Students in" ...

more regulation, probably like the quality assurance agency in the UK which has good elements to it. There are some good things that we can learn around quality assurance. It's not totally dirty. And they are indeed some of the things that students want. But it's trying to find the balance between this obvious need for structure and accountability because, after all, it's public money, and the potential to do damage to the bits we don't understand I think about teaching.

Another challenge for Kathleen is how to manage the relationship of the staff of the institutional academic staff development unit with academic staff in the faculties:

... It fascinates me that I'm not a teaching expert. I'm not a teaching and learning person per se. I'm coming from a discipline and, truth be known, when you talk to people who are [from] teaching and learning [centres] some ... can be so patronizing to the people in the discipline, which is not a good way to get the people who are actually doing the teaching being told to suck eggs all the time, or being patronized about stuff they think is crap essentially. They waft all these theories around - so what does that mean?

... There are things of value obviously that come out of the teaching and learning arena that will help people but it is, again, a humility approach to things. I don't know everything neither do you. It's a mutual respect. ...

... My experience is that a lot more of them have been opinionated and they alienate people so then things don't work. ... I think its facilitation again. Saying here are some ideas. ... teaching toolboxes that give people some clues. They can just access them at their desk rather than just go and have a listen about it. I think you need to be creative about how you bring the horses to water.

... I think you do need to have things like staff development because you can turn the lights on in people by exposing them to new ideas. But once again that's just modelling the creativity. You're actually

giving them ... some ideas to think about. So yes, I do think there's a necessity for staff development.

... I don't know what the best model is ... on the one hand we can say we offer classes on different ideas of running big lectures or whatever, which may or may not get subscribed to, - we certainly have that model here. We have in operation the quasi 'targeted to need' model. It's not as good as it could be. We've put people in the faculty and so they can actually work with what might be the particular needs of a faculty so dealing with a bunch of accounting students is different from dealing with a bunch of physicists. But there are some common things. So I do think staff development, creative staff development will try to engage with the discipline needs.

4.5.4 Margaret

Margaret ponders on the question 'What are the things you need to do to insure success?'

I would say ... keeping student learning front and centre. I know that sounds weird and kind of obvious because learning and teaching what else are you going to prioritise? But I think my own reflection would be that in the hurly burly of institutional politics and competing needs aspirations and focal points, the student can get lost very, very quickly. So keeping the students or keeping student learning very much to the forefront and using that as a litmus test of what you go with or what you jettison, what you prioritise, what you put on the back burner.

if I had to think of a mistake that was commonest amongst leaders is that they don't listen enough. ... we need to listen to students. We need to listen to co-workers other people in similar positions outside in other universities to listen to the enthusiasts as well as the people who are completely disillusioned. As well as keeping a bit of an ear to the ground about what how other groups are travelling. Whether it's the local staff associate what other people

have got bees in their bonnets about things because quite often there will be something in there that is worth listening to

A focal point for Margaret has been the rolling out of a performance management culture:

I think building a performance culture is important. That doesn't necessarily go down well with people who are staunch advocates only of [professional] developmental approaches to the exclusion of any focus on performance. This is my realistic hard-headedness coming through. I think in some ways we are faced with the challenge of 'sink or swim'. We might not like that but ... those days [when you can just do what you want] are gone and they're not going to come back. Funding is too tight. There is such an emphasis on monitoring and accountability and transparency a great deal of which is actually for a very good reasons even though fulfilling those requirements may be unduly onerous. I can't imagine the circumstances in which all that, is going to be rolled back and stripped away.

The issue of underperformance of staff and how best to deal with it is a challenge for the sector as well as each institution:

it's a bit of a hot topic around the sector generally ... through what mechanisms one might deal with consistent underperformance in a whole range of areas including learning and teaching. And I think that it's true to say that we are all aware of a minority of people who consistently perform badly and, and that is a problem. That becomes very, very crystal clear. As I say when you keep teaching and learning front and centre that's your starting point and you're dealing with people who you know are not delivering good learning experiences and that is a problem to be dealt with.

I guess the difference then is how you do that in terms of managing what the outcomes of that might be, what kinds of support you provide people to affect improvements and how long that support might last for and what kinds of agreements can be negotiated with

people to assist them to create better outcomes. I suppose what happens if none of that eventuates? And maybe that's the cold hard truth of an emphasis on performance and development culture.

Look I think we need both. I should say it's imperative that there be opportunities for people to develop and continuing developing all the way through their careers probably especially at the beginning of their career where they're first coming to grips with teaching and learning and what are some good things to be thinking about doing, what are good practises to support student learning. But nonetheless throughout a career I would hope that people had the opportunity to develop.

For Margaret reviewing performance isn't just to catch underperformers; there has been a focus on recognition of good performance as well:

... like a lot of universities we've had a big push in recent years for there to be more systematic recognition of good outcomes in teaching and learning through promotion systems. It's also been a focal point for systems of award and recognition through our participation in the teaching quality indicators project, the ALTC project we were piloting.

The recent establishment of significant financial incentives such as the Learning and Teaching Performance Fund (LTPF) and the Australian Learning and Teaching Council (ALTC) has brought a new level of recognition of teaching and learning to the sector:

... LTPF... was a useful opportunity to say to people look, learning and teaching does count for something. It's not just research that has money attached. This is financial. There is monetary recognition of the significance of this. Shame that it would have to come to that but it was useful. Money talks. ... with the injection of significant amounts of money into [teaching and learning] I think it did concentrate focus wonderfully among groups who perhaps were less inclined in the past to think about teaching and learning. And I think it counteracted to some extent the conventional

feminisation of teaching and learning as an area which is another interesting thing about money. Money and gender. Money, gender and leadership.

... and the other thing, of course, the impact of ALTC ... and, in particular, I would say the establishment of the system of competitive and priority grants. The awards are nice, splashy, all of that, but I can well remember talking to colleagues and their jaws dropping when they learnt that they could compete for grants worth \$220,000. 'Man, this is like ARC.' So again that's been a useful driver.

Vocal students with high expectations linked with greater government scrutiny and accountability of institutions continue to be a challenge for the sector:

I think I would say certainly over the last 5 years students have also been more vocal in their expectations. I think whether that's because they have got wind of LTPF and certainly CEQ has been there for a long time but they and students have always been active participants in their own education.

... students are more listened to than they used to be. So there are more eyes watching the outcomes of student evaluations. So even when I first started teaching when you'd administer student surveys really the only people who ever saw them were yourself. That you get your student survey back and you think okay I did well this semester or this term or whatever. I mean now it's splashed all over one way or another. CEQ results and GDS feeding into LTPF and there's a lot of national attention that makes it much more difficult to pretend that it's not there.

4.5.5 Christine

The statements, actions and support of the Vice-Chancellor were critical factors in Christine's mind in determining the success or otherwise of teaching and learning within her institution:

Unequivocal messages from the Vice-Chancellor, an unequivocal commitment to [teaching and learning] and walk the walk so that the teaching and learning is clear in the universities' mission statement. That the Vice-Chancellor attends teaching and learning activities just as he does in the same way with research activities. It makes an enormous difference.

Clearly articulated and understood strategies with measurable outcomes that did not over-burden already highly stressed staff was a second factor:

Second, having strategies that are able to be understood. That you've been able to get a message or a vision that can be put into terms that academics can understand and that the professional staff involved with supporting academics or in interacting with students can understand. You're not trying to cut across ... a very quite highly stressed group of people ... the RQF, new ERA, we are about to post the largest university deficit ..., bringing in profound change ... To try, even without those specific changes, you are dealing with so many responsibilities that academics have in terms of their leadership roles. The change message needs to be really clear, to be goals that are measurable in terms of their output. "This is the outcome that's needed and these are the strategies to get there". So digestible in the time that they are able to give.

Christine exemplifies a focus on personal interactions and bringing people alongside in addressing issues of poor performance:

I think having a lot of personal interaction is important. I operate far more at a personal level than I do at a trying-to-achieve-by policy ... So by trying to meet with people, for example if you've got a school where teaching outcomes are going poorly trying to meet with them personally. To make it clear from my language the way

that I approach the appointment, my personal interaction, that I recognise that what they are trying to do is very challenging and 'what can we do to try and help?' So very much the 'we are in the team together. How can we do better? What can we do to help you do better for us to get a better outcome?'

Christine's approach stands in contrast to what she sees in the tougher behaviour of others who appear to get change but at the cost of resistance by staff:

Rather than what I sometimes see here which is very much 'set a really hard stretch target and be pretty tough making it very clear that you are going to be tough about it and there's going to be heads sliced off'. I just think that often builds resentment. It can bring about change, but whether it brings about meaningful and sustained change, I don't know. Whether you need both sides I'm not sure.

Recognising and rewarding teaching is also a critical factor for success:

And the other thing in thinking about learning outcomes is showing that you value it. The most unequivocal statement made about teaching staff is in our selection criteria for staff then [in our] promotion criteria - so having those criteria very tightly aligned with what your values are. And showing they are rewarded and that it's real it's not just 'we are only going to reward you if you've got \$5 million [research] and you're a good teacher'. We need to be clear that good teaching will be rewarded even if that person isn't bringing in the \$5 million research.

Christine is conscious that the getting such recognition was a significant barrier for universities and the lack of reward and recognition was still often underpinned by out-dated attitudes:

... how do you ensure, how do you try and make sure, that the leading lights of the university are just not leading researcher but they're leading teachers? Genuinely people to be highly valued. There are still lots of pockets in this university who believe people

who teach are people who couldn't research so they became excellent at [teaching].

... One ALTC National award winner commented that there had been nothing in the faculty. No acknowledgement at all. And she felt it was because people didn't talk about teaching awards because people assumed you were a lousy researcher. Now she's actually an outstanding researcher, demonstrably so. So I came back and asked the Dean why this hadn't been celebrated and so he's post hoc organizing a bit of a celebration but it was a bit of a shock to me, to hear her say that.

Getting engagement with and acceptance of the evidence about good teaching and then having the lessons learned from the evidence applied was a related challenge:

... I think [teaching] is pretty low on people's priorities. For some staff [teaching] is just something you get out of the way before you're back to what you really should be doing.

... I think that there is a reluctance to accept change and a reluctance to accept educational evidence which doesn't occur in academics' approach to their research. In medicine, for example, evidence based practice is very strong. You don't start administering a high potency drug until it's been absolutely proven and they're becoming more and more and more rigorous about the quality of evidence and dismissive of the anecdote. But not at all like that in terms of education or in terms of their teaching. Recognizing, one, that there is an evidential base ... and two, that they shouldn't make decisions unless it's based on evidence.

Christine thinks that the personal experiences of academics as students themselves and their perception of university expectations about the priority of their teaching as they entered academia fuels this lack of priority for teaching:

Because their own experience, the way they were taught even in medicine, it was a complete bastardization by the surgeons. That's the way they want to teach again because that's the way they were

taught. 'I was taught this way and I'm a good surgeon so I should continue to teach this way.' I think there are significant barriers.

... it goes to how universities have been set up in that they are really coming from a transfer of that teaching knowledge. And knowledge of educational principles have never been part of selection processes nor have [they], until recent times, [been in] the induction processes of staff. And we all got taught by some terrible teachers and some good ones. And thought 'good' because they were charismatic rather than because they had knowledge.

... my generation of academics coming in didn't expect that they would have to learn to teach ... you would just do what you observed. An apprenticeship model because no one sat with you to watch you do it. ... it was such a private activity in many ways. ... There is no one there who actually knows your area or knows about teaching because you don't ever let anyone watch you lecture. That is until a lot of evidence started to be placed on student perception of teaching. It just wasn't a knowledge base that academics thought they needed to engage with. Teaching was something that primary and secondary teachers did. University was lecture.

In Catherine's mind, the Federal government agenda arising from the Bradley Review (Bradley, et.al. 2008), especially the agendas around widening participation, will push institutions to be more flexible and will put a renewed focus on the quality of teachers:

... I think we have to learn to be better teachers to a wider range of students. ... our challenge is going to be to understand and meet the learning needs of a more diverse population.

... our challenge is going to be bringing in change to how you should teach not just changes to our curriculum and assessment.

... our challenge is going to be actually getting people on board and thinking about their teaching and thinking about what does this say [about how] to learn?

... how do we ensure in this environment that teaching stays on the radar. How do we get in place policies that encourage best practice, collaboration across the university for a community of teachers and adoption of scholarly practices in that regard? I felt when we were preparing for the RQF if it hadn't been for [the VC's changes to] teaching would have almost disappeared.

For Christine, the greatest barrier is the change needed to greater accountability for teaching, one that may need a change of academic generations before it can truly take effect:

... I think that's the biggest barrier ... this challenge of making widespread change. Whether it is going to be generational change and that our new academics doing certificates or university teaching ... becoming a lot more of the initial academic development process. I suspect we'll see change but with successive governments being a lot clearer about our accountability for our teaching and the university leadership being a lot stronger about quality of teaching. We've certainly seen change.

4.6 Advice to female aspirants to leadership

4.6.1 Lily

When I asked Lily how she would advise women aspiring to be future leaders in higher education, I am surprised by the poignancy of her response:

I don't think I've been successful. I think I've done all the things that the feminist movement would have advised and I'm still marginalised overridden and not heard ... So I wouldn't even presume to give advice.

I feel it's a bit of a regret at the end of my career that kind of crap behaviour's still going on but I can see it in the next generation. It's not going to change. We've got some young Turks around here who are just as bad. Real 'know alls' and presume that I know nothing. So when I was a younger woman, I think I always looked pretty young for my age, I was treated like a fliberty gibbet, and now I'm an older woman, well, I'm a silly old fart who's female as well and so I'm not going to win that one.

So I've just learnt to disengage in one way but to get on with the job that I think I want to get on with and I get my acknowledgements from elsewhere. I'm the one who's invited to other universities to speak. So 'get over it boys I'm just going to run my career my own way. I just can't wait for you anymore.'

Lily reaffirms her faith in the university collegial systems, when it is well run, to achieve the changes that need to be made:

What I've always tried to do is work systemically to use the system. A young woman working here is quite new to her job and sees lots of things that need fixing and that's great. But she came in here and was getting a bit fraught because there was so much to do and I said 'just stop making it your issue. You've got an executive committee. Put these as items on the agenda for the executive and let the boss of the outfit help you to deal with it and it's a collective outcome it's not you trying to do it all. So use the committee system

... Stop whinging. Put it on the agenda with a recommendation'. I feel that teaching people how to effectively use committees would be a great thing to do.

Lily's advice is both aspirational and pragmatic:

I also think 'operate from a set of principles' ... you don't have to become stridently in favour of one thing or another but decide a way in which you will always interact with people.

I have a bottom line principle that if I would not tolerate my husband or my son speaking to me that way I will not tolerate it at work.

... deal with the shit when it crops up because otherwise it will fester and you will go under.

and still very aware of the tension of being a woman and speaking out:

I don't hesitate to break the silence and that's why men are scared of me because I know that they see me as intimidating because I am a truth-teller. Authenticity is important to me. I can't play games.

The outcome, is it successful? Not necessarily, you see, because they then keep me out of the loop in case I say something honest.

Well, you can do it better at my age than you can when you're forty-five. I would have to say, but I wouldn't necessarily dole that out as advice for younger women either.

I actually spend ninety-five percent of my time doing the courteous female bit (this has been called Toxic Niceness) ...but you don't have to do very much in order to be intimidating so when you realise that you think 'well, I might as well go for it'.

Lily observes that most people haven't planned to be in their careers and that life usually is a messy affair with many bends and twists in the way:

An influential book by Dorothy Smith is called 'The Everyday World as Problematic'. She basically says, and I'm using the vernacular here, that 'life's a mess and then you die'.

Most of us fall into a job. We swim through somehow. Career is not that strategic targeted thing for which we plan. I was once asked to talk to a group of career advisors at short notice. I just went straight into storytelling mode and asked 'How many of you, when you left school, knew that you were going to be a careers' advisor?' Of course 'nobody'.

That just started a whole discussion about how to offer advice to kids because it isn't step, step, step. It's float around and do the university shuffle, have kids, move on, circle back to where you started, get another [job]. 'Life's a mess and then you die'.

Lily summarises her approach as an educational leader as:

... I deliberately came to my current university to see if my community development and participative decision-making strategies would work. I believe they have ... [I think] the best way to manage is to promote the careers of those around me - which I believe I have done very successfully. I also use the reward system a lot and make sure that people feel valued.

4.6.2 Jacqueline

Jacqueline thinks higher education faces a future that is “*more data driven so we are going to need really good data information ... I think monitoring, really careful systematic quantitative monitoring, is going to be very, very important*”. This logically leads to the need to:

have a strong grasp of empirical research ... people need broad based evaluation skills ... I think it's absolutely critical that they have reconciled quantitative and qualitative evaluation. It's not enough these days to just come from a physics background or a scientific background and not understand the qualitative domain and vice versa for those from the humanities. I think that you have to be across both. The more you have of those at your disposal the better.

Jacqueline talks about “*Amanda Sinclair [who] did some work on universities and she writes on leadership differently. She’s got some fabulous points about divergent leading. Universities needing divergent perspectives*”. She expresses particular concern about the lack of knowledge of the divergent perspectives about leadership:

... when some presented a model of leadership at an executive meeting. I asked ‘do you know about this construct or that construct’. They probably thought I was trying to be difficult but I was quite frustrated that they didn’t seem to know about empirical, empirical in the sense of grounded, research. There has been a plethora of research about leadership in different disciplines but this was not being referenced.

... The only other point I have to make is I’ve noted that there are studies underway particularly those studies in higher education ... on leadership which don’t seem to make any reference to the literature, in particular the empirical research in psychology, the organisational psychology. The people just don’t refer to it and it just really worries me. They’re off without reference to any of this, the very strong traditions of task versus relationship orientation that comes from the questionnaires or the team development, the Belbin stuff, some of the complexity research. We’ve just got to get over that. Leadership is an inter-disciplinary area and there’s a confluence.

Jacqueline shares a very personal side of her struggle as a female leader:

Just before I became PVC there was one thing that they found could possibly be a problem. It was ‘you’re too nice’. And I was worried and was quite concerned about that for some time. Then I thought ‘blow it. I am going to be who I am and if that’s gendered I am going to give it a go’.

Jacqueline links this to having personally experienced a different type of leadership:

Women who are leaders in higher education of that 50’s, 60’s radical feminist mode. I couldn’t be anyway because it’s not my personality.

However, the struggle with the tension of being *'the good girl'* or the *'bolshy woman'* is not that easily integrated. It is a theme that continues to emerge throughout the interview:

... That's the 'good girl'. That's something I want to get rid of. It's very, very hard. It's so ingrained. I hate it. And really admire those women who are 'difficult'. I could do with a greater dose of that.

... It's ingrained. And I don't know if I can do anything about it.

... I really do want to become the bolshy woman. ... Can you be bolshy and 'nice'? I don't think you can. I think you just have to make the choice.

... I do care about people. I don't want to be insensitive. So is there a way of being that and being bolshy at the same time? I don't know I'm going to give it a go anyway.

Reflecting further, Jacqueline comments:

I've realised that it's not so much about being a 'good girl' anymore. It's more to do with needing to get along with so many people in my role. It will be good when I retire to say when someone is not being rational or seems selfish instead of finding a politic way of dealing with the situation. Perhaps I try to be too diplomatic!

Jacqueline's way of resolving the tensions is what she terms her *"grand experiment"* – being herself:

... I'm sort of me and the grand experiment trying to be more like me actually with very deep flaws that I somehow need to come to terms with.

... So it is an experiment I am conducting in being myself. On being totally myself in this situation. I am not trying to be anyone else or what people think I should be as a leader. And I've really concluded if it is not right at the time or not what people think as a leader than fair enough. And I'll do something else.

So it's a grand experiment in my own life. And it's really great just to be yourself. It's so liberating. So when I'm not sure I'll admit it. I'm just thinking what would be different from what other people currently experience? Or might experience? I talk out loud in terms of encouraging people about me. In terms of my own insecurities about direction or whatever. I don't do a lot of that because I think that can breed uncertainty. But I try to do whatever encourages people to be problem solvers. So I attempt to conduct collaborative collective type of decision-making. It's not really a caricature or a stereotype of women. ... The grand experiment in my life.

And Jacqueline is curious to know if other female leaders struggle with the same tensions:

I'll be really interested to see if other woman in the same role have this thing of being a leader, trying to do it ... in their own way, ... rather than copying blokes, [or] being necessarily stereotypical female. It might just be a stage of life thing for me because I'm [in my mid-50's] and I can't be bothered anymore, more than anything else.

4.6.3 Kathleen

Kathleen thinks that, for many women, careers are quite accidental:

... In my experience, there is a significant difference between how women view their careers although it may be changing but certainly with my generation of women than men. Men generally had a more structured view of where they were going. I know that's a generalization but women tend to be a lot more accidental about it and were usually influenced by other things like spouses, and kids and stuff like that.

I did a research project in the early 90's about women and research in the post 87's Dawkins post 87 model and certainly that was one of the overriding themes that it was accidental "I just happened to be here" stuff. So I don't know whether that's true of the next wave of academics though.

Kathleen's advice is to follow one's interests rather than aiming at a role, and making the most of every opportunity:

... the bottom line for anybody, be they a student coming out of school or someone in university, you've still got what you are interested in wherever that takes you. So, if happen stance takes you to be PVC fine, but if you are not interested in education then there is no point in doing it just because you're thinking it's going to be a cool job. ...

... Allied to that is 'view nothing as an impediment, view everything as an opportunity'. It's about dealing with the things how they come. Yes I don't know that you can say it anymore than that. I don't think you can walk in and say 'I'm going to be a leader'.

Learning on the job, rather than formal professional development, has been a feature of Kathleen's experience:

... My first [job]... I had to figure out how to do all of this stuff. I probably came in managing things. How do you get this stuff done? Okay, manage, organise it. But then to make the management part translated into action you've actually got to convince everybody else that it needs to be done so perhaps leadership comes from understanding the management bit. That's just for me. Other people might be leaders straight off, not worry about the management bit ... for me understanding what needs to be done and then thinking about how you actually get people to do it is how I would go about it.

... Staff development comes from the people around you ... I've spent my whole life working with all the administrative staff across the university. So I pick up ways to do things and think about things that I come across. And I do come across quite different perspectives of how to deal with problems and solutions. So I'd say I've been a bit of a Bower Bird in picking up ideas and using inspirations if you want to call them that.

... I haven't done any staff development for a long time. I think when I was at the [first university] very early on when I was a head of department [I did] how to manage difficult people, conflict resolution, I went to one of those ones. ... I can't remember what we did in them but I certainly did those kinds of courses but probably have had none, no staff development, [since then]. Although I've just signed up for a Directorship program. ... I certainly acknowledge that I have deficits and one reason that I'm doing this Directors course is I thought it might give me a different view about how to manage probably rather than lead.

Kathleen has a Vice-Chancellor who:

sees his role, [his] working with each of us, he sees it as a staff development, mentoring type thing ... the Vice-Chancellor would see that he tries to mentor his staff. He has a whole lot of experience ... and he wants me to learn from it.

The support of a network of peers is a valuable resource for Kathleen:

... when I was a dean ... I spent a long time with the deans of the discipline group and I used to call it 'the deans' therapy group' because it was where you could in effect share ideas and have a gripe with. The ones you trusted let it out. ... So I found more support talking with those peers than anybody at a particular position of influence. ... You can also email them or talk to them on the phone. And I still do that with a couple of the people. They are still deans but since I came here, there are a group of us, all female who have a get together every three months or so.

4.6.4 Margaret

As with the others, Margaret recognises that institutional leadership has made a significant difference to her role as well as ‘runs on the board’ in terms of her discipline and faculty experience:

... I think the two things that have been most helpful [are] having a VC who highly values teaching and learning ... [and] having a depth of experience in a disciplinary context and a faculty context in a devolved institution

Margaret thinks that the institutional leadership at the Vice-Chancellor level is significant enough that aspirants to Pro-Vice Chancellor (Teaching and Learning) roles may think twice about progressing up the ladder if the Vice-Chancellor does not highly value teaching and learning:

having a VC who highly values teaching and learning has been of inestimable value. I can't imagine what it would be like to forge a career in the area if you didn't feel as though you had the strong support and interest of those people in more senior positions. I think that would be quite a tough thing to do and ... I suspect that people might be more inclined at an early stage to think 'no it's probably going to be easier to get back into my teaching and research and burrow in and write nice books'.

Discipline and faculty experience has provided Margaret authority with, and an empathy for, academics that has helped to bridge the gap with those who are at the pointy end of change:

... having a depth of experience in a disciplinary context and a faculty context in an involved institution is quite helpful in being able to call on that experience to say usually when people are being negative usually when people are talking about workloads and resources and what the hell do I know about it ... that you can say 'well, actually I do [know about it]' is quite powerful but it also creates a possibility for empathy that you can start sharing with people. You can give people an indication that you are listening and that you do understand so please have a moan

because I will understand what you say. It then gives us a basis for conversation.

At the personal level, supportive friends, mentors and networks have been invaluable:

... I think the other thing that I made a note of as being absolutely imperative was friends and mentors. A good, good listener, good networks, ... to share both the highlights but also the difficulties with trusted friends and mentors is probably the thing that I have found most important ... when things go massively right, massively wrong, or even just massively on track, being able to engage in a bit of reality checking to seek people's advice, I've really found that is an enormous source of inspiration, both strength and inspiration, other people along the way who have exercised leadership in a way that has inspired me. I've thought 'yeah you can actually do leadership in this way.'

... I have been in two very formal [mentoring programs] in different stages of my career. ... I've always absolutely relied on informal mentoring. I think it's partly a thing to do with being a feminist. I look to and value the experiences of other women so it would seem natural to me to do that in a career context as well. And informally, I suppose, because in universities often the people who were once our teachers become our colleagues and ... I have had the good fortune to have teachers that have become really good friends, supervisors who become good friends, senior colleagues who become good friends and I actually think it's part of the magic of universities. That sounds really corny doesn't it? I think it's fascinating and important because I think education really is intensely sociable.

... you can learn quite a lot and it gets back to that networking and mentoring and friends. You know whether it's talking to groups of likeminded people at Universities Australia things or conferences or just via email really.

The advice and support of mentors has been valuable. One mentor's advice was particularly helpful at a difficult time. The mentor had said:

... you just have to take your hard hat out and you just have to put it on and get through it. ... I've reflected on that often since and thought 'yep, as much as we want our life to be warm and cuddly ...'. I just want my life to be warm and cuddly ... and populated with what someone last week referred to as 'angoras'. ... The warm fluffy people. He was talking about a world full of angoras and as much as we want a world full of angoras, some days just aren't like that and putting the hard hat on is a good image.

Margaret talks about some of the most immediate challenges in taking on a new role as Pro Vice-Chancellor (Teaching and Learning):

... the most challenging issues for leaders in teaching and learning is in the transition from the classroom to the committee room, in moving from the world of PowerPoint to policy creation. It's a bit of a culture shock that there is still a lack of training and especially on the management side. ... if people did not have access to a good solid network of friends and mentors that would be even more of a challenge. I look back and just think that I stumbled in and somehow didn't wreck the place in the process.

Recognizing some and learning how to successfully achieve the delicate balance in leading and managing people is a critical skill:

... the other key to success is [knowing] the line between giving good direction to people, but also knowing when to pull back. That's probably more on the management side but just given that we are none of us leaders in a vacuum, we all absolutely rely on collaboration with the people around us.

Margaret has found a variety of professional development practices useful, ranging from informal shadowing and committee and board work to international visits and formal professional development opportunities:

... for all I've said about work and life balance not necessarily being clear cut ... I do think [you need to be] mindful of the need to

renovate and refresh through things like development and trying to take time out for career development quite consciously because whenever you turn around there will always be twelve things on your desk you haven't done and if you don't just say 'ok, stop I'm going for 5 days to do an intensive course in 9 months time and I will plan for that' it just never happens.

... I went and did something a short while ago that was shadowing someone really just because we thought that and she thought that that would be good for her too. So we sort of shadowed each other. ... she's more senior than I am but she said to me 'it will give me the opportunity to think about what I'm doing.'

... I have taken on a few more external roles ... board work that was actually interesting to me. ... trying to do a little more nationally and internationally. So again that's a balance that needs to be struck between one's focus internally and how you keep your eye on the national and international scene. Because it's often that there you learn really important things about the next step you might take or might not take actually in the institution.

... I've learnt quite a bit the last couple of years making trips to [overseas] and having some discussion with universities over there about issues in teaching and learning over there. And as I say actually, in one important instance discovering that I really didn't want to take that step and veer off into that direction because it would be catastrophic for me.

... I went off and did a course a couple of weeks ago. It was one of the best things I've ever done and I felt really exhilarated by it and it just reminded me of just how useful it can be to refresh your thinking and engage in a whole new way with a whole bunch of different questions. So I wouldn't want to get rid of the development but I don't think we can have it on its own. I don't think it fits the bill.

In the good times and the tough times, Margaret finds that it is her strong sense of vocation and her personal commitment to the importance of education that encourages and motives her:

... there is that element of vocation about it rather than it really being a job. That we live our work and we think it fairly constantly. Partly because it's so satisfying. So I don't think that those strict notions of work-life balance operate in quite the same way. I can't imagine ever retiring and not thinking about doing something. I'll still be there. You know if ever I retire I'm sure I'll be there thinking 'ok what will I write next?' Because I think it becomes who we are.

... I would just reiterate that I think the thing for me that has been uppermost when times are tough is trying not to lose sight of the fundamental importance of education in peoples' lives ... it inspires me and on the bad days it keeps me going.

4.6.5 Christine

While Christine readily credits her VC with being able to “give you hours on that and I'd be fascinated to know what he had to say, Christine herself finds the question of advice to female aspirants to leadership challenging:

... This is the second hardest [question] and I wonder if it is because I don't see myself as a leader and don't feel that I've strategically climbed a ladder or gained skills along the way or learned them. Whereas I see other colleagues very strategically go to that skill, go to that achievement. And not having done that it is harder to tell how you would tell someone to lead.

... I do feel guilty. And sometimes on incredibly shaky ground. Insecure ground. Because I feel my rise to leadership has been so serendipitous and so based on personal qualities, perhaps, rather than output or evidence. If I actually tally my publications I'm really well aware I don't stand up with the other portfolios. I think for women, and I don't think it's just me, this whole imposter

*syndrome thing is a genuine experience. And I hope it ends with us.
I really do.*

Christine's VC recognises need for recognition and development at the chancellor level and the difficulty in getting it:

He said what is very difficult at our level was having any idea of how you are going. That because people no longer feel that they have to nurture you or give you feedback and that you can go through performance appraisal but it is very different because you [still need it]. I don't think there is the same sense of responsibility to the DVC's to nurture the career of the PVC's. I mean we've got there. And they can help us get DVC jobs but [that's where it stops], so it's good that he's recognising that.

... he's developing reading groups for the PVC's next year. He's spending this year collecting selective readings on universities to have next year for our reading group. ... And he will be involved. And his two key strategic advisors. It's fantastic. It really is good.

Christine thinks knowledge itself is not enough:

Being flexible. Leaders of the future can't just have a wider and wider knowledge base. It's like my issue of not knowing enough about system architecture and systems analysis and never going to be able to do that and not thinking that I can possibly bring that into my knowledge base. So how do I lead in the face of that? What are the skills?

Communication at both personal and institutional level is essential:

I think they need to learn the art of communication at personal and institutional level. And there are forms of communication not just 'look into their eyes'. You get out there and become a better communicator. I just think leaders are going to have to be able to hear and talk to their constituencies in a more effective way than before. While we like heroes I think of Gen Y coming through with their much stronger prioritization of self and life ahead of contribution to community. Perhaps, much stronger sense of

entitlement than I can relate to. Maybe that's what we're seeing in them. ... there is a strong sense of entitlement coming through. I'm not saying that's a bad thing or a good thing. I think it's a reality that needs to be acknowledged by those who are leading who will need to bring people in large institutions to a shared sense of value, a shared agreement, a vision and goals and a shared view of what a quality experience of students would be in teaching and learning.

Christine also sees the need to value the scholarship of teaching:

I think our future leaders need to value the scholarship of teaching. Need to know ... about education but will have a better sense of when they don't know and will have a better sense of who will know for policies and decision making in the same way as evidenced in other areas.

4.7 Summary

The experience of the five female educational leaders in Australian higher education has been presented as profiles under the broad themes identified across all interviews: 'early influences and career trajectory', 'leadership and management', 'values', 'success, barriers and challenges, and finally, 'advice to female aspirants to leadership'.

In this chapter, the profiles and the categorised thematic excerpts have been allowed to speak for themselves. Another step is now needed. In the following chapter, we examine these connections and what can be understood from them.

CHAPTER 5: EXPLORING THE OUTCOMES

In this chapter, I offer my interpretation of what has and is going on in the lives of the participants based on what has been learned from doing the interviews, studying the transcripts, marking and labelling them, crafting profiles, and organizing categories of excerpts. What are the connecting threads among the experiences of the participants? How do I understand and explain these connections? How have their interviews been consistent with the literature? How have they been inconsistent? How have they gone beyond the literature? The analysis and discussion follows the key themes identified in chapter 4 including how these findings might inform the nature of leadership by women in relation to teaching and learning in Australian higher education is also addressed.

5.1 Leadership emergence

What understanding of leadership emergence can be gained from the experiences of these five respected female figures in educational leadership in Australian higher education?

Lily, Jacqueline and Kathleen describe themselves as coming from working class or low socio-economic backgrounds. Lily, Jacqueline, Kathleen and Christine were the first in their families to attend university. Jacqueline has older brothers who did not have the same opportunity despite clear evidence of their capability to study at university level. Lily and Jacqueline are the youngest of families with four children. Kathleen is the eldest of three children.

Lily and Jacqueline describe family backgrounds in which circumstances had led to little encouragement or aspiration to further education. Lily has a friend who observes that, from a very young age Lily had not wanted to have the life her mother had and that Lily had wanted to pull herself up by her own bootstraps. Lily does not mention her father in the interview.

Jacqueline, too, had also decided early that she would be different from her mother. While briefly mentioning her father's background, Jacqueline describes more fully the background of her mother's family and its impact on the lives of the women in her family.

Kathleen describes her mother as a very bright and very gifted woman who did not have the opportunity to further her own education. Kathleen thinks her mother's aspiration for Kathleen's education was a positive force in her own aspirations and that, as the eldest child, she had opportunities that were not available to her siblings.

Margaret and Christine talk about family backgrounds that are more middle class with parents who appear to be equally involved and encouraging in their daughter's life. Margaret is the middle of three children. Christine is the eldest of four children.

Margaret describes her parents as "bohemian" and artistic and comments on the very liberal approach that her parents took to raising her. Margaret speaks of her parents but does not make a particular mention of either her father or her mother.

Christine talks about her father as "contributing a lot to raising us and contributing a lot in the household". Christine comments on her parents' "*extraordinary*" fairness with their four children. No particular mention is made of her mother in the interview.

Popper and Mayseless (2007) and Gerhardt (2004) recognise that the development of individuals into leaders differs due to the different environments and opportunities that they experience over the course of their lives. Experiential and vicarious learning experiences, especially those that promote a specific sense of self-efficacy in leadership, form the major leader developmental trajectories.

Birth order, specifically that of being the eldest child, is linked to leadership and seen as a natural continuation of the socialisation experienced by first-borns (Paulhus et al, 1999; Herrera et al, 2003; Ernst and Angst, 1983). Kathleen and Christine are both the eldest child in their families. Kathleen attributes some of her situation to the educational opportunities available to her because she was the eldest child and because of the aspirations that her mother held for Kathleen's education. Christine attributes her valuing of responsibility to being the eldest child.

Lily and Jacqueline are both the youngest child in their family. Furthering one's education was not a natural part of the socialisation of these participants.

Popper and Mayseless (2007) linked the motivation of many socialised charismatic leaders to the absence of a significant father figure in childhood. Jacqueline briefly mentions her father. Lily, Kathleen and Margaret make no specific mention of their fathers. In contrast, Christine speaks of a father who was very involved in her own

upbringing. Lily, Jacqueline and Kathleen, however, all speak of the role model afforded by their respective mothers as providing the impetus and aspiration for their achievements.

Two of the participants had experienced multiple schools at the primary level. Lily had attended nine primary schools and Margaret had attended twelve. Margaret relates that this experience made her choose to become a self-reliant learner able to fall back on her own resources. Margaret describes herself at that time as an avid reader who immersed herself in books. Similarly, Lily relates that, as a child, she was also a reader and that it was unwittingly drawing on her reading when being interviewed for an academically selective school at age 11 that was instrumental in her achieving a place. Both Margaret and Lily drew on their own resources and capacities enabling them both to rise above the potential disadvantages of going from one school to another. Reading and books opened up worlds and possibilities for them both, in Lily's case, enabling her to vicariously experience and then to imagine and claim, through her interview for her academically selective school placement, a future that that was beyond what home may have socialised her towards.

Lily and Christine both received the chance for a placement that enabled them to attend a selective girls' school for their secondary education. Both perceive this as having provided them opportunities that enabled them to enter university and then progress into academia.

Jacqueline describes ten years of schooling in which she was the top performer in her grade so therefore appointed Prefect. This leadership role meant Jacqueline was left in charge of the class whenever a nun left the room and at lunch times, an experience that was highly traumatic for Jacqueline at a very formative stage of her life. For a less resilient personality, such an experience may have turned the person away from leadership roles altogether. Instead, in Jacqueline's case, the experience seems to have nurtured a greater self-awareness and a perspective of leadership that is more collegial and collaborative.

5.2 Career trajectory

Following the nomenclature of Strauss and Howe (1991), Lily, Jacqueline and Kathleen are baby boomers (b. 1946-1960). Margaret (b. 1960) sits on the cusp between generations and Christine is a Generation X (b. 1961 – 1981).

The combination of an expanding university sector in the 1970's and the second wave feminist revolution contributed to these participants having the opportunity to enter university and to take up an academic career.

The discipline backgrounds of the participants range over health, social science, fine arts, science, history and women's studies. Lily, Jacqueline, Kathleen and Margaret all have Doctor of Philosophy awards. A medical specialist, Christine has a Doctor of Medicine, and has subsequently completed formal qualifications in education. None of the participants went on to post-Doctoral fellowships.

All had experience in leadership roles within faculties, three as Assistant Dean (Teaching and Learning) and two as Dean of the faculty. Lily had served as a Director of an academic staff development unit in two different universities and Christine had served as a Director of a faculty-based education unit before they had both been invited to take up the role of Pro Vice-Chancellor (Teaching and Learning). Lily and Margaret have both received national teaching and learning awards. Lily views this recognition as a significant factor in her career trajectory.

Chesterman et al (2005) noted that male academics were more likely to seek promotion than their female peers at the same level and that getting women to apply for jobs was perceived as problematic with many women expressing uncertainty about their credentials in contrast to men who are "actively fostered more and they're pushier" (p. 172). They also observed that "a relentless pursuit of career progression through promotion [was] representative of more common masculine norms (p. 178). Only Kathleen had applied for the job titled Pro Vice-Chancellor (Teaching and Learning). Lily and Christine were both invited to take the role of Pro Vice-Chancellor (Teaching and Learning) within their institution. Jacqueline and Margaret both had their positions restructured and renamed to Pro Vice-Chancellor (Teaching and Learning).

A common theme in the comments of Jacqueline, Kathleen, Margaret and Christine was the lack of deliberateness and planning in their approach to their careers. Hare (2010) also notes the lack of career planning by women. Comments from Kathleen and Christine captured the accidental careers of women generally. Lily, Jacqueline, Margaret and Christine gave examples of being actively fostered by others and provided with career opportunities. For the younger women, Margaret and Christine,

this active fostering has enabled them to progress in their careers within the same institution. Margaret and Christine followed a similar trajectory to their male peers, continuing on through their studies to their doctorates were completed. Their academic careers have been forged within a culture where work was seen as integral to women's lives. Christine has subsequently been promoted to Deputy Vice-Chancellor within the same institution. Margaret has, however, chosen to hold back from applying for a similar position as she thought that she still had a lot to learn. It seems the hoary chestnut of the unwillingness of women to apply for senior positions because of lack of confidence and reticence may still be alive and well (Chesterman et al, 2005).

Lily, Jacqueline and Kathleen have each worked in three different universities and have each worked interstate. Like the participants in Chesterman et al (2005), women most commonly in the range of 50-69 years, Lily, Jacqueline and Kathleen have forged their academic careers within a culture where work was seen as peripheral to women's lives. All three began studying their doctorates either after commencing work (Kathleen) or after they became academics (Lily and Jacqueline).

For Lily, after an initial encouraging start, progress was slow and her career did not take off until Lily had completed her doctorate (in contrast to her husband who was an associate professor without a doctorate), sought the help of an experienced mentor and won a national teaching award. Not only are women usually discouraged from enrolling in or completing a doctorate (White, 2004) , in Lily's case not having one was also used against her – a double bind for a woman seeking promotion. While the national teaching award did not get her recognition in her own institution, it did lead to Lily being head hunted by interstate universities where she was appointed to senior leadership positions then, invited to the position of Pro Vice-Chancellor (Teaching and Learning). For Lily, this was, at last, an opportunity for promotion that was not littered with hurdles and blockages.

While Jacqueline has tended not to look for jobs to go to the next level, she has moved between three different institutions returning each time to the same 'home' institution - the first time choosing the greater job security that was offered and the second time having earned promotions through time away.

Kathleen also followed the more traditional female academic career trajectory and interspersed doctoral studies with the birth of three children and part-time work teaching and as a research assistant. With a young family dependent on her and forced by personal circumstances to find full time work, Kathleen found a job that led her to initially ask herself whether she had committed academic suicide. Kathleen took a very pragmatic approach to set-backs and change both at the personal and institutional level focusing on doing the jobs that she found interesting and challenging.

Motherhood and family responsibilities have been identified as being the main constraints on women academics (Inglis, 1999; Probert, et al, 1998; White, 2004). All participants are married or in long-term relationships: two have partnered twice. The number of children of participants ranges from one to seven.

Lily and Kathleen have blended families of six and seven children and acknowledge that they have to make compromises because of this. Christine, who has three children, took account of the likelihood of having the primary family responsibility in making her career choices.

Sullivan and Mainiero (2007) observed that high level alpha career pattern woman often have a beta career pattern man at home who has usually only adopted this role after having pursued their own challenging career. Lily and Kathleen reflect a similar pattern to this in their lives.

Lily married the man who was her head of department, a single father with four children already, and subsequently they had two more children. Lily describes her husband, now retired, as very egalitarian. Kathleen, too, acknowledges the support of her husband, another academic, now retired, but balances this with the acknowledgement that it was the breakdown of her marriage to her first husband that effectively launched her career.

5.3 Leadership and management

While participants' definitions of leadership reflect the professional leadership behaviours of setting a mission and direction, creating a process for achieving organisational goals and aligning people, infrastructure, processes and procedures, participants describe their own personal styles of leadership in terms of personal

leadership behaviours of sharing authority and information with employees, building trust, caring and supporting people and generally acting morally (Mastrangelo, Eddy and Lorenzet, 2004). Effective leadership includes both (Mastrangelo et al, 2004). The personal leadership behaviour align strongly with the notions of distributed leadership (Gronn, 2002; Lakomski, 2005) specifically the ways in which leadership roles and functions are spread throughout a particular organisational environment and enacted by a range of individuals rather than being clustered in one person who has positional power to influence others. The participants' notions of distributed leadership are strongly linked with the use of social skills and people-centred approaches to leadership. While Lopez Yáñez and Sanchez Moreno (2008) observe the research into the role of women in organisations and the research on leadership converge on the use of social skills and people-centred approaches, in this study the convergence has been on distributed notions of leadership and social skills and people-centred approaches to leadership.

Lily, Jacqueline, Kathleen and Margaret all distinguish between leadership and management with vision, change, inspiration and strategic thinking associated with leadership and maintaining stability and control and the operational hands-on, implementations associated with management. Margaret thinks leadership and management have elements of the other within them and that they are critical to each other.

Thinking that leadership comes in different guises, Christine combines both the professional and personal behaviours of leadership as she sets vision, strategic thinking, setting goals and making the difficult decisions alongside engaging, enabling, supporting and nurturing people as key elements of leadership. This relational side of leadership becomes apparent when the participants begin to describe their own leadership style.

While Lily emphasises the need for structures, systems and processes that are aligned, when describing her own leadership style, Lily is particularly satisfied with the relational aspects of her role especially in relation to the scaffolding and support of her staff.

In reflecting on her own personal style, Jacqueline also speaks about her strong commitment to a collaborative style of leadership, a very consultative approach and a

lot of hard work on issues in the university and her concern for people, especially the Assistant Deans (Teaching and Learning) and her own staff, working too hard.

While recognising her tendency to manage, tick boxes and put processes in place, Kathleen has become more facilitative in her approach with her view of leadership now being one of bringing people along with her.

Margaret recognises that she has a distributed view of leadership and combines enthusiastic collaboration with a realistic hard edge when she describes her leadership style.

In describing the goals uppermost in her mind as a leader, Christine speaks about the experience of the students, equity issues and the academic / professional staff divide, a distinction which she thinks is marked and operates to the detriment of the experience of both students and staff.

5.4 Values

When asked about the values underpinning their work, the participants talked about relationships and collegiality, honesty, integrity and transparency and making a difference confirming the findings in the literature that women emphasise the importance of good relationships with those with whom they worked (Bagilhole and White, 2008; Chesterman, 2004; Turner, 2007). The dark side of leadership is also mentioned.

Significant friends and mentors are important to the participants. Lily talks at length of the value to her of women supporting women, the support of friends both female and male and the encouragement of students who still keep contact 25 years later. Jacqueline expresses gratitude for the support she receives from others including her staff, a mentor in the form of a colleague as well as the inspiration of a female political figure. Kathleen links listening to humility, recognition that others have something to offer even if they are not the leader and engaging others, being prepared to consider their ideas and opinions. Both Margaret and Christine express the high value they place on collegiality and the opportunities to collaborate with others. They also both express particular admiration for the Vice-Chancellor in their respective universities and cite examples to illustrate the character of the person.

Kathleen aspires to be honest, a good listener and humble but thinks that these values are not usually the ones that lead to a success in job interviews or progression up the career ladder. Margaret cites honesty, integrity and transparency as the values that she most admires in her Vice-Chancellor who she seeks to emulate.

Margaret and Christine both speak about strong commitment to fairness and equity and the need to consider what can be done to enable those students who are not privileged. Lily, having grown up in the time of the student revolutions of the late 1960's, still wants to make a difference in this world and has a simple commitment to try to make things right or better for people.

The participants have no tolerance for the behaviour of leaders who, driven by personal goals, demonstrate behaviours that have a great negative impact on people. The most destructive kinds of leaders were seen as those who are not transparent and are characterised by different messages to different groups of people and who had bullying behaviours.

5.5 Success, barriers and challenges

Participant considered the context of leadership as the main contributing factor to the success of teaching and learning within the institution. Factors that enhanced the context for the participants included leadership from the top, incentives and the monitoring and managing of performance.

From Margaret's perspective, leadership from the top was about keeping student learning front and centre and for Christine it meant unequivocal messages from the Vice-Chancellor about the value of teaching with clearly articulated and understood strategies with measurable outcomes.

Margaret also considered monitoring and managing the performance of academics well, especially that of committed academics as well as that of poor performers was also an important aspect of a successful context and an important challenge.

Significant financial incentives in the form of the Learning and Teaching Performance Fund (LTPF) and the reward recognition and funding from the Australian Learning and Teaching Council (ALTC) were considered much needed initiatives that had provided incentives to support teaching and learning improvement.

Kathleen considers that the greatest factor in success is individual academics with a creative mind set and creative ways of thinking about what they were doing who tried to engage people and make them just as enthusiastic as they were about teaching was a factor supporting success in institutional teaching and learning. The capacity of committed academics to communicate, to understand where the students are coming from and to think about different ways to bring them along was crucial. Such academics have good content knowledge, kept up with the discipline field and also had good organisational skills.

For Jacqueline, building up relationships and establishing trust with staff was important. Similarly Christine considered a focus on personal interactions and bringing people alongside in addressing issues of poor performance an important factor in success.

At a personal level, Lily had found that having the status of Pro Vice-Chancellor had helped as well as having high end scholarship and change leadership skills and being linked to national and international networks.

From her experience over three institutions, Lily considered that institutional culture and systems were the biggest barriers to teaching and learning. This included a lack of central collaboration that led to examples of large, directionless senior leadership committees unable to achieve decision making, small elite groups that had the Vice-Chancellor's ear and individuals burnt out by bullying. Similarly, it was aspects of institutional culture that Jacqueline, Kathleen and Christine identified as the biggest barrier including people wanting to maintain the status quo, too many meetings, the lack of priority, reward and recognition for teaching and the ongoing tension between teaching and research and the infrastructure and resources to support good teaching.

Two aspects of barriers from staff themselves were cited by Jacqueline and Kathleen. For Jacqueline, the lack of self-confidence or efficacy in their ability to make a difference was a barrier. Kathleen raised a similar concern in the consistent underperformance by academics who did not know that they were not doing well and so did not seek feedback or help, or thinking "this isn't what I want to do".

The Australian Commonwealth Government response to the Bradley Review (Bradley, et.al. 2008), especially the agendas around widening participation, greater accountability for teaching and the quality of teachers, was seen as a significant

challenge by Lily, Kathleen and Christine. The need to balance these external drivers with internal realities was seen as a challenge. For Kathleen, this took the form of questioning how to balance the need for accountability and quality assurance with the need to allow the necessary freedom for good teaching to happen. For Lily, the issue was how to achieve sustainable outcomes and really make learning and teaching bite in a context when the issue of resources was critical. For Christine, it took the form of how to get academic staff engaged with and accepting of the evidence about good teaching and then having the lessons learned from the evidence applied in their teaching context to helping academics accept the change to greater accountability for teaching.

Margaret thinks that students have always been active participants in their own education but that they are more listened to than they used to be. Margaret links the increased expectations of students with greater government scrutiny and accountability of institutions and thinks this will continue to be a challenge for the sector.

5.8 Advice to female aspirants to educational leadership

Advice to female aspirants to educational leadership ranges from the pragmatic detail to the broader systemic issues that aspirants might face.

Lily advises female aspirants to educational leadership to learn to work systemically and to learn to work the system. Recognising that leaders need broad based evaluation skills, Jacqueline advises aspirants to get a strong grasp of empirical research. Margaret advises aspirants to get a depth of experience in the disciplinary and faculty context and to find a Vice-Chancellor who values teaching and learning highly. One of the most challenging issues Margaret sees for leaders in teaching and learning is in the transition from the grassroots of the classroom to policy creation and committee work. Christine advises being flexible and valuing the scholarship of teaching.

Values and a strong work ethic are important. Lily advises aspirants to operate from a set of principles while Margaret talks about a strong sense of vocation and personal commitment to the importance of education. Kathleen advises that aspirants follow their interests rather than aiming at a role and to make the most of every opportunity. Similarly, Lily advises that aspirants do the job that they want to do.

The importance of relationships, communication, friends and mentors are mentioned by each participant. Lily talks about the need to make people feel valued and to promote the careers of others. Jacqueline and Christine both talk about the need to get along with people and to learn the art of communication at both the personal and the institutional level. Lily, Kathleen and Margaret talk about the support of a network of peers, friends and mentors as a valuable resource.

Contrasting experiences emerge about exposure to professional development. Kathleen recognises that most of her learning was on the job with no encouragement from others or mentoring into such opportunities. Margaret and Jacqueline both point to the need for take time out to refresh one self and one's thinking. Margaret has found a variety of professional development practices useful and talks about mentoring, committee and board work, international visits and formal professional development.

Kathleen recognises that for careers are quite accidental for many women and that the careers of women are influenced by family and domestic responsibilities.

Lily thinks that, despite having done all that the feminist movement advised that she is still marginalised, over ridden and not heard. Despite national awards, recognition from peers and students, and attainment of a very senior position in her university, Lily states that she thinks she hasn't been successful. Lily expresses regret that, at the end of her career, she still sees the marginalisation of women in the next generation and thinks things will not change.

Jacqueline shares the struggle of wanting to be both a nice, good woman and a bolshy female leader who doesn't have to keep being so diplomatic. The two are not easily integrated, but Jacqueline is determined find the path to lead in her own way.

Christine doesn't see herself as a leader, doesn't see herself as having been strategic or having gained skills and consequently feels guilty and insecure. She thinks that women generally experience the imposter syndrome that she struggles with.

That the eldest participant doesn't think she is a success and the youngest thinks she is an imposter is a sobering thought indeed.

5.9 The most pertinent lessons

The data from the key themes were mapped to the categories linked to the development of individuals into leaders: the different environments, opportunities and the learning experiences that they experience over the course of their lives Popper and Mayselless (2007) and Gerhardt (2004). Further sub-categories emerged from this mapping: environments (context, interpersonal and intrapersonal); opportunities (afforded by others, afforded by self) and learning experiences (experiential, vicarious). Table 5.1 illustrates key points from each of the themes mapped across the categories and sub-categories.

The role of peers and mentors both in providing a supportive environment and in providing vicarious learning experiences to participants is evident. So, too, is the high value of relationships, collegiality and communication both in the value system of participants but also in their approach to leadership and their advice to participants.

The other striking feature, noticeable because of its absence, is any consistent, strategic or sequential approach to career planning or development. While the participants demonstrated willingness, flexibility and competence in taking hold of each opportunity for leadership presented to them, there was little evidence of consideration given to the planning of their careers. As has already been noted, there is no unified picture of the career behaviour of women (Patton and McMahon, 2006) but we do know that getting female academic to apply for promotion or senior positions is problematic (Chesterman, Ross-Smith, and Peters, 2005).

The data was further refined by mapping key features of career trajectory by participant across the categories and the sub-categories linked to the development of individuals into leaders. This is illustrated in Table 5.2 Mapping of key features of career trajectory by participant across the category Environments; Table 5.3 Mapping of key features of career trajectory by participant across the category Opportunities and Table 5.4 Mapping of key features of career trajectory by participant across the category Learning Experiences. The following sections further explore the pertinent lessons about career trajectories and development from the outcomes of the study.

Table 5.1: Mapping of key themes across categories and sub-categories

| Category | Sub-category | Leadership emergence | Career trajectory | Leadership & management (inc success and barriers) | Values | Advice |
|----------------------|--------------------|---|---|---|--|--|
| Environment | Context | Working class Birth order First in family to university Scholarships | 2 nd wave feminism Expanding university sector Break down of first marriage Supportive spouse (often 2 nd marriage / older academic) | Leadership from the top Incentives Monitoring & management of performance | Intolerance of poor behaviour by leaders | Know the system Work the system Work systematically and systemically |
| | Inter-personal | Mother as impetus | Active fostering by peers and mentors | Relationships and community Communication and collaboration Status of role of PVC | Significant friends and mentors | Relationships and community Learn to communicate |
| | Intra-personal | Career choice | Ambition to make a difference | Lack of self-confidence Imposter Syndrome Professional leadership balanced with personal leadership | Relationships Collegiality Honesty Integrity Transparency Making a difference | Principled approach |
| Opportunities | Afforded by others | School scholarship | Accidental careers – asked to take on a role and did National teaching awards | | | |
| | Afforded by self | Self-reliant learners | Willingness to give things a go Ability to grow a position – make the most of a situation Age related – older women moved universities to get promotions – younger women were able to come up through the ranks | | | Be flexible |
| Learning experiences | Experiential | School leadership e.g., prefect Interview for scholarship | Leadership roles in faculties / central academic development units | Committee membership | Learning from experience of destructive leadership | |
| | Vicarious | Books and reading | Experience of peers and mentors Reading | Experience of peers and mentors Professional development | Experience of peers and mentors | Professional development |

5.9.1. Environment

Table 5.2 maps key features of career trajectory by participant across the category 'Environments'.

5.9.1.1 Context

One of the most telling features for each participant was the leadership context in which they worked. For two of the participants, the Vice-Chancellor particularly was a source of inspiration and encouragement to themselves personally as well as in sending clear, strong signals about the importance of teaching and learning thus making their jobs a lot easier. Deans and Heads of Department were also strong supporters of teaching and learning within the institution. Two had previous experiences of the difficulty of working in a context where that was not the case. Women aspiring to educational leadership positions would do well to contemplate the leadership context in which they will work best.

University restructures facilitated or motivated a change in role and job. Promotion processes and interview panels were commented on in terms of the hurdles that had been placed in front of some of the participants.

While the context is improving, Lily perceives the marginalisation of women is still continuing in the next generation and thinks things will not change. Jacqueline struggles with the tension of wanting to be both a nice woman and a bolshy leader who doesn't have to keep being so diplomatic. Stereotypes about the ways women will or should behave still exist.

The careers of women are influenced by family and domestic responsibilities. Women bear children. While most families in our society are smaller and children enter school earlier, the primary responsibility for children, with a few exceptions, still rests with women. High level alpha career pattern woman often have a beta career pattern man at home who have usually only adopted this role after having pursued their own challenging career. The women in this study have spoken about spouses that have helped launch the woman's career with their lack of support and spouses that have encouraged their partner's career trajectory with their support. Christine made career choices based on her expectation of being the primary caregiver for her children.

Interpersonal and intra-personal considerations

Being actively fostered by others, the importance of relationships, engaging others and building collegiality and collaboration were common features supportive of the participants' careers. Participants all found the support of a network of peers, friends and mentors a valuable resource. In recognition of the value of the relational work that is a part of educational leadership, female aspirants to leadership are encouraged to develop and operate from a set of principles, learn the art of communication at both the personal and the institutional level and develop a network of peers, friends and mentors.

A strong sense of vocation and personal commitment to teaching and learning combined with the values of honesty, integrity and transparency were characteristic of the participants. These female leaders highly value relationships, communication, friends and mentors. They apply themselves to getting along with people, to building up relationships and making people feel valued, to establishing trust with their staff and to promoting the careers of others. They enjoyed a challenge and aspire to fostering the capacity of committed academics to do a great job.

5.9.2 Opportunities

Table 5.3 maps key features of career trajectory by participant across the category 'Opportunities'.

Afforded by others

A common feature was the number of times individual participants were invited to take up new roles. Clearly, active fostering of women with potential is occurring or the women in this study would not have achieved the success that they had as most were not actively seeking promotions or leadership positions. This fostering has been done by both male and female mentors.

Afforded by self

Women still play a very small part in the senior university leadership of Australian higher education. Male academics are more likely to seek promotion and getting women to apply for jobs appears problematic with many women expressing uncertainty about their credentials. Margaret has taken up positions that are completely new and unknown but now holds herself back from the next senior level of leadership because she thinks she still has a lot to learn.

Table 5.2: - Mapping of key features of career trajectory by participant across the category ‘Environments’

| Category | Sub-Category | Lily | Jacqueline | Kathleen | Margaret | Christine |
|-------------------|----------------|--|---|---|--|--|
| Environ- ments | Context | Heads of Department support strong T&L. More difficult to get promotions than it has been for men- hurdles were much higher to jump. | University restructures facilitated /change in job. | University restructures facilitated / motivated change in job. In interviews, panels still look for the visionary type, doer, self-assured, have the answers. | Dean encourages new role of Assist. Dean Teaching and Learning (ADTL). Exemplar Vice-Chancellor. | Exemplar Vice-Chancellor. |
| | Inter-personal | Actively fostered by others Support of friends both female and male and the encouragement of students. | Actively fostered by others. Building up relationships and establishing trust with staff is important | Non-supportive marital relationship kick starts career. Supportive marital relationship maintains career. Engaging others, being prepared to consider their ideas and opinion. | Actively fostered by others, High value placed on collegiality and the opportunities to collaborate with others. | Actively fostered by others. High value placed on collegiality and the opportunities to collaborate with others. |
| | Intra-personal | Have something to offer other from 40 years of experience | Learned a lot about herself through experience Very interested in equity | 1 st job – <i>greatest opportunity that could have been given to me.</i> Ambition for what could be done in her role. Pragmatic and realistic approach to the limitations from family responsibilities and not knowing the having the opportunity for a traditional research career. | <i>I was quite taken by the challenge.</i> Feels quite strongly about learning and good outcomes for students. Having the opportunity to do things at a slightly larger level. | Grappling with her career choice. The possibility of future family responsibilities played a role in her choice. Enjoyed the teaching more than the research in her university position. Job invitations provided a new challenging thing to do. |

Christine, a Generation Xer, doesn't see herself as having been strategic or having gained skills and consequently feels guilty and insecure. She suffers from the imposter syndrome. Despite this, she has recently been promoted again. Participants completed higher degrees. Three took opportunities to work in other universities and States. Some maintain a research student supervision role but recognise that undergraduate teaching is no longer practical.

Women, have not been deliberate in their approach to planning their careers. Most participants in this study were invited to take up their roles and had careers that, in their own words, were accidental and serendipitous. Their careers have emerged as they have followed their interests and passions rather than aiming at a role. They have made the most of every opportunity that they have had and have been prepared to learn on the job. Their careers have been marked by flexibility and a willingness to have a go. While there are risks in being on a "glass cliff" (Ryan and Haslam, 2005), the participants enjoyed challenge, especially the challenge of working in a green field context.

5.9.3 Learning experiences

Table 5.4 maps key features of career trajectory by participant across the category 'Learning Experiences'

Experiential

One participant had early career experience in an experimental classroom context. Two participants were in start up roles in which they designed the job themselves. Participants had experience in the disciplinary and faculty context as academics and in leadership roles. They had learned both how to work systemically and how to work the system. They learned how to understand and use empirical data, how to chair and run committees and how to monitor and manage institutional and staff performance. Change leadership skills and high end scholarship were also important. Both the professional leadership behaviours of setting a mission and direction, creating a process for achieving organisational goals and aligning people, infrastructure, processes and procedures and the personal leadership behaviours of sharing authority and information with employees, building trust, caring and supporting people and generally acting morally were needed in the leadership roles of the participants.

Table 5.3: - Mapping of key features of career trajectory by participant across the category ‘Opportunities’

| Category | Sub-category | Lily | Jacqueline | Kathleen | Margaret | Christine |
|---------------|--------------------|---|--|---|---|---|
| Opportunities | Afforded by others | External recognition – national award. Invited to take the role of Pro Vice-Chancellor (Teaching and Learning) | University restructures facilitated / motivated change in job. Vice-Chancellor appointed Jacqueline as Pro Vice-Chancellor (Teaching and Learning). | University restructures facilitated / motivated change in job. I’d never had career advice at all. | Invited by Dean to consider being the inaugural associate dean in teaching and learning (ADTL) for the faculty. External recognition – national award. | Invitations to act in a leadership role within the faculty Invited to take the role of Pro Vice-Chancellor (Teaching and Learning). I don’t think there is the same sense of responsibility to the DVC’s to nurture the career of the PVC’s. I mean, we’ve got there. And they can help us get DVC jobs I guess |
| | Afforded by self | Completed doctorate. Worked in three different universities. Worked in at least two different States. | Completed doctorate. Worked in three different universities. Worked in at least two different States. | Completed doctorate. Worked in three different universities. Worked in at least two different States. Undergraduate teaching is now impossible - still supervises research students. Imposter feelings. | Completed doctorate. Undergraduate teaching is now almost impossible - still supervises research students. Some reticence regarding promotion. | Discipline degree and Masters of Higher Education. Imposter feelings. |

Table 5.4: - Mapping of key features of career trajectory by participant across the category ‘Learning Experiences’

| Category | Sub-category | Lily | Jacqueline | Kathleen | Margaret | Christine |
|---------------|--------------|---|---|--|---|--------------------------------|
| Learning exp. | Experiential | Lecturing position at 22 in an experimental unit with a four term year Associate Professorship Director of Academic Development Unit Regional University | Tutoring and then with a tenured position. Dean of a faculty in a regional university | 1 st job – a ‘green field’ job – start up. Dean of Faculty | Being in the area of learning and teaching in a GO8 research intensive university is not seen as ‘typical’. ADTL - – a ‘green field’ job – start up. | Head of Faculty Education Unit |
| | Vicarious | University mentoring program for women | Convening an academic leadership program in the academic development unit - learned from listening to participants (Deans) talking about their experiences. | Networks of peers | A variety of professional development practices ranging from informal shadowing and committee and board work to international visits and formal professional development opportunities. | |

Vicarious

Mentoring and networking meetings with peers were both valuable opportunities to learn from the experiences of others. Taking time out to refresh one self and one's thinking, to access a variety of professional development practices such as mentoring, international visits and formal professional development and building links to national and international networks were all considered important by the participants of this study.

5.10 Summary

Despite the accidental nature of their career trajectories, each woman has taken hold of each opportunity for leadership presented to them. They recognise that there have been significant limitations and lack of career opportunities that were not available to them particularly because they were women. They have, however, shaped and integrated both their professional life and their personal lives to enable them to make satisfying and rewarding contributions to both. Relationships and collegiality, honesty, integrity and transparency and making a difference remain values that are fundamental to their lives. A striking feature is the absence of overt career planning on the part of participants.

The advice they offer to female aspirants to educational leadership is both pragmatic and poignant as it reveals both the lessons they have learned and the challenges with which they still struggle. The following chapter identifies the implications and possible application of this study to female aspirants to educational leadership and for Australian universities.

CHAPTER 6: RESEARCH OVERVIEW, IMPLICATIONS AND RECOMMENDATIONS

This study has many things to say that are of use to female aspirants to educational leadership and to practitioners and policy makers in higher education. This chapter draws together the findings of the study in a research overview in which the research question is proposed and answered with reference to the outcomes of the study. Implications and recommendations are presented and areas for further research to inform the nature of leadership by women in relation to teaching and learning in Australian higher education are offered.

6.1 Research overview

While the number of women leaders in higher education is increasing, a far higher proportion of males than females still fill senior management roles in Australian higher education. The term *leadership*, itself, is used in a variety of ways and is underpinned by a variety of different theoretical frameworks. Recent studies have examined and analysed the leadership styles of women leaders in higher education in order to better understand and inform models for women who aspire to positions of leadership in higher education.

This thesis describes a study of the autobiographical perspectives and responses of five respected female figures in educational leadership (i.e. leadership in teaching and learning) in Australian higher education. The premise of this study was that, by exploring the stories of respected female educational leaders in Australian higher education, the next wave of potential female educational leaders may be inspired and guided by those who have walked the path before them. By exploring these stories, the researcher sought to demonstrate the lenses through which leadership and leadership styles can be understood and negotiated.

The study represents a substantial and original contribution to knowledge in a number of ways. Significant factors impacting on the leadership of five respected female figures in educational leadership (i.e. leadership in teaching and learning) in Australian higher education has generated theory in relation to the nature of leadership, particularly female leadership, in relation to teaching and learning in Australian higher education. This will inform decision making and practice in

Australian higher education by identifying ways that both current and potential educational leaders might develop their own leadership visions, styles and practices. Such knowledge will also improve the quality of professional development for educational leaders in Australian higher education generally. The data generated extends the knowledge of factors affecting leadership in teaching and learning in Australian higher education and suggests more complex relationships between macro and micro level contexts. The timeliness of this study is attested to by the recent attention again being given to the number of women in senior positions in Australian universities (Hare, 2010; Strachan, Whitehouse, Peetz, Bailey and Broadbent, 2010). Higher education institutions present a unique set of leadership challenges. A variety of different theoretical frameworks for conceptualizing and understanding leadership were reviewed. It was found that very little is known about how people develop to become leaders. The development of individuals into leaders differs due to the different environments and opportunities that individuals experience over the course of their lives. There is, however, little information or investigation of leader talent identification, development, succession and retention.

There are different theoretical perspectives in the sociological literature on the access of women to professional and managerial occupations, each leading to different conclusions about women's entry into the professions and the impact of this on professions. In Australian universities, despite a strong state and federal equal opportunity framework, a continued pattern of inequity continues in women's employment in universities with observable and dramatic differences between the career planning, histories and trajectories of men and women. While there are a number of leadership development programs developed over recent years specifically offered for women in higher education, recent public concern has again been voiced about the number of women in senior positions in Australian universities.

The social and practical costs of leadership are greater for women than for men with women leaders caught in a double bind, bound to violate either feminine role expectations that emphasise communality or leadership role expectations that emphasise agency. New forms of leadership are observed in the way that women exercised power with the research on the role of women in organisations and the research on leadership converging on the use of social skills and people-centred approaches.

The research was a qualitative study using a narrative inquiry research design as a means to elicit the lived experience of the five respected female educational leaders. The primary method of collecting data was by elite interviews as it is a very good way of accessing people's perceptions and constructions of reality and it allows participants to answer in their own terms thus providing the rich context that is the substance of their experiences (Punch, 1998; Jones, 1985).

The narrative approach allows people to make sense of their experiences in context thus enabling them to communicate the ambiguity and complexity of situations as well as their own complex influences and intentions. Elite interviews were used as the method for collecting data as they stress the interviewee's definition of the situation, encouraging the interviewee to structure the account and allowing the interviewee to introduce their own notions of what is relevant.

Trustworthiness of the data was ensured primarily through verification of transcripts, key points and possible quotes with interviewees to confirm that these matched the intention of the interviewee. Emerging theories were compared with the raw data and then also presented to participants for validation. A six phase model was used to process, analyse and represent the data. The model comprised Transcript Verification, Coding and Data Reduction, Profile Verification, Interpreting and Drawing Conclusions, Implication and Application, and Reflexivity.

6.2 The research questions revisited

The guiding question of this study was: *What guidance and practical advice for potential educational leaders can be derived from the experiences of five respected female figures in educational leadership in Australian higher education?*

The experience of the five female educational leaders in Australian higher education were presented as profiles under the broad themes identified across all interviews: 'early influences and career trajectory', 'leadership and management', 'values', 'success, barriers and challenges, and finally, 'advice to female aspirants to leadership'. The profiles, presented under categorised thematic excerpts, have been allowed to speak for themselves. These connections and what can be understood from them were then explored.

This research has identified where these women came from and what has shaped their leadership practices and values. These women were not born leaders, but their capacity for leadership, including their resilience, started building at an early age. While the development of individuals into leaders differs due to the different environments and opportunities that they experience over the course of their lives, these women shared commonalities regarding their working class backgrounds, the impact and influence of their parents and schooling opportunities, the accidental and serendipitous nature of their career trajectories and their valuing of relationships, collegiality, honesty, integrity and transparency and making a difference. They have experienced the impact of leadership, both effective and ineffective, on the context in which they work to influence the institutional improvement of learning for students. They recognise that personal and professional aims, goals and values need to be integrated and have managed to find a pathway through these challenges to forge a career in which they have been able to make the difference they have aspired to achieve. At the same time they are realistic and pragmatic enough to know that challenges still abound for females that aspire to educational leadership in Australian higher education.

The data from the key themes were mapped to the categories linked to the development of individuals into leaders: and the sub-categories that emerged from this mapping: environments (context, interpersonal and intrapersonal); opportunities (afforded by others, afforded by self) and learning experiences (experiential, vicarious). The role of peers and mentors both in providing a supportive environment and in providing vicarious learning experiences to participants was evident. So, too, was the high value of relationships, collegiality and communication both in the value system of participants but also in their approach to leadership and their advice to participants.

Another striking feature was the lack of any consistent, strategic approach to career planning or development. While the participants demonstrated willingness, flexibility and competence in taking hold of each opportunity for leadership presented to them, there was little evidence of consideration given to the planning of their careers. The career data was further refined by mapping key features of career trajectory by participant across the categories and the sub-categories linked to the development of individuals into leaders.

6.3 Implications of the findings

There are two major implications in this study that warrant discussion:

1. Institutional context makes a difference for women who aspire to educational leadership.
2. Women are active agents who need to be deliberate in their approach to planning their careers.

Each of these will now be discussed more fully.

6.3.1. Institutional context makes a difference for women who aspire to educational leadership

Women still play a very small part in the senior university leadership of Australian higher education. Teaching and learning in Australian higher education is the poor cousin to research and this has an impact on the support for, and interest in, teaching and learning at both the institutional and local level. Without strong, clear and overt messages from the Vice-Chancellor followed by action in the form of resources and incentives, leaders of teaching and learning in Australian higher education will struggle. Women in this study observed that the marginalisation of women was still apparent in Australian higher education.

There is good practice occurring in Australian universities (Winchester et al, 2006). Active fostering of women with potential is occurring and this fostering is been done by both male and female mentors. Nevertheless, more is needed to help women with career management and in building aspiration and efficacy in women for promotion and leadership positions. Supervisors need to consider the different career patterns of women and the implications of this for mentoring their female staff. Senior managers need to ensure that committees and senior leadership positions do not become gendered. Human resource departments need to consider the implications for criteria in selection and promotion processes. These processes need to be made more transparent and women coached on how to navigate them.

Female aspirants to educational leadership face a number of contextual issues and realities. Participants indicated the importance of gaining a doctorate and of having depth of experience in the faculty context both as academics and leaders. Supervisors need to actively assess and identify potential female leaders and encourage, guide and nominate these women into appropriate professional

development and into opportunities for acting roles and committee membership, both institutional and external, so they can gain this valuable experience.

The participants of this study highly valued the relational aspects of their roles.

Universities need to promote different styles and approaches to leadership aiming to balance professional leadership behaviours with personal leadership behaviours.

Universities generally have enlightened family-friendly policies and flexibility.

Ensuring that supervisors are aware of their obligations and responsibilities in this area will continue to facilitate women's ability to engage in developing their career trajectories.

6.3.2. Women are active agents who need to be deliberate in their approach to planning their careers.

Women have not been deliberate in their approach to planning their careers. Getting women to apply for jobs appears problematic with many women expressing uncertainty about their credentials. Women's careers are strongly influenced by family and domestic responsibilities. Not all women will be able to partner with a successful academic who has already pursued a career and is now prepared to take prime responsibility in the domestic sphere to allow the upward trajectory of a partner's career. How this will be managed will need to be a matter for individual consideration and negotiation.

While recognising that being female and having a family has an impact, in aspiring to educational leadership positions women need to consider and structure a career plan that is both realistic and strategic, valuing the knowledge, skills, perceptions and experiences that they bring to the role. Women often find that it is in the late career stage that they are able to make the greatest contribution (Sullivan and Mainiero, 2007).

Both learning on the job and learning from the experience of others is critical to effective leadership and there are a variety of professional development practices that can be accessed. In preparation for educational leadership roles, women should proactively seek deep and extensive experience in their disciplinary and faculty context, learn how to work systemically and how to work the system and develop both professional and personal leadership behaviours.

6.3.3. Recommendations for policy and professional developers in Australian universities

Encourage female academics to enrol in and complete their doctorates.

Actively assess and identify potential female leaders and encourage, guide and nominate these women into appropriate professional development and into opportunities for acting roles and committee membership, both institutional and external, so they can gain the valuable experience required for effective leadership.

Ensure that committees and senior leadership positions do not become gendered.

Promote different styles and approaches to leadership aiming to balance professional leadership behaviours with personal leadership behaviours

Continue enlightened family-friendly policies and flexibility and ensure supervisors are aware of their obligations and responsibilities.

Consider fast tracking women into leadership mid to late career.

6.3.4. Recommendations for female aspirants to educational leadership

Take responsibility for your career.

Enrol in and complete your doctorate.

Consider and negotiate responsibilities in the domestic sphere. Identify conflicts that may exist or emerge between your varying life roles (academic, other etc) and how these might be resolved.

Identify contextual issues that are easy to deal with and those that are more challenging and plan a strategy to deal with these.

Structure a career plan that is both realistic and strategic, valuing the knowledge, skills, perceptions and experiences that you bring to a leadership role. This may entail anticipating a different mix of form that of men.

Proactively seek deep and extensive experience in your disciplinary and faculty context, learn how to work systemically and how to work the system and develop both professional and personal leadership behaviours

Build and maintain high value relationships and a collegial approach to your work.

6.4 Implications for further research

Guidance and practical advice for potential educational leaders has been derived from the experiences of the five respected female figures in educational leadership in Australian higher education that participated in this study. Guidance and practical advice has also been derived for others in the Australian higher education sector who can influence the sector in ways that will allow aspirational female leaders to better forge their own pathways to making a difference for those who seek to learn in our universities. The findings from this study indicate that there is potential for further research in a number of areas.

Leadership emergence was an unanticipated aspect of the study that provided insight into the lives and career trajectories of the five female participants and their leadership achievements. Studies of the developmental antecedents of leadership and the developmental processes of leaders are rare yet would inform the selection and development of leaders. While not pursued vigorously in this study, the role and impact of the mother of the participants was important in three cases as a clearly identified motivator for the aspirations of the participant. Another participant spoke of the close involvement of her father in her upbringing. This trend is in contrast to that indicated in the literature and would be of interest in its impact on leadership emergence.

An unexpected finding was the working class background of three of the participants. Two participants attended multiple primary schools and spoke of the impact of this on making them more independent and self-reliant learners and spoke about the impact of reading books on their lives. It also reflects the strengths that these women bring to their leadership from these earlier experiences. How common are these links between class, schooling, reading, learning and leadership emergence?

Another interesting possibility for future research would be to examine the importance to female leaders of having a group of long-term friends. The participants in this study spoke of important relationships, including groups of old friends, often going as far back as high school, who provided support at key points in their experience. How do female leaders use these relationships to navigate difficult periods in their experience as leaders? Can formal networks or mentoring programs be designed to help recreate the positive interpersonal dynamics that have been so supportive?

Clearly the sample was small as it was limited to one senior leadership role in Australian universities. Comparisons with the experience of men in similar roles and / or with women in other senior leadership roles such as Pro Vice-Chancellor (Research) would add differing perspectives. Intensive longitudinal case studies would provide evidence of the development of leaders over time and with experience within an institution. Comparing leadership patterns and development between institutions that are high and low performing in the area of teaching and learning would also be fruitful in providing insight to the management and leadership within those contexts.

The study indicated a difference between the experience of the Baby Boomer women and the Gen Xer. Further investigation would indicate if this was a trend or anomaly. Another important avenue for research would be to examine the perceptions and evaluations of female leaders of higher education by their colleagues and staff.

6.5 Summary

This research has identified where the five respected female figures in educational leadership came from and what has shaped their leadership practices and values. Guidance and practical advice for potential educational leaders has been derived from this study as has guidance and practical advice for others in the Australian higher education sector who can influence the sector in ways that will allow aspiring female leaders to better forge their own pathways to making a difference for those who seek to learn in our universities.

The stories of these women have much to say about the development and transformation of the self though social relations, in this case through education. They provide hope, encouragement and motivation for both universities and students from low SES backgrounds. They help readers to understand what life is like as a student and then a leader of education in Australian universities. They help readers to see how critical scholarships or similar opportunities are and the difference they can make in the lives of their recipients. A number of potential areas were identified for further research to inform the nature of leadership by women in relation to teaching and learning in Australian higher education were reviewed.

The final chapter will identify and examine my own interest in the subject and address how I have shaped and been shaped by this research study.

CHAPTER 7: REFLEXIVITY: SHAPING AND BEING SHAPED BY THE RESEARCH

In this chapter, I reflect on how this research may have affected and possibly changed me, as a person and as a researcher, and the ways in which my involvement may have influenced and informed this particular study.

7.1 How did I come to do this research?

When I reached candidacy for this research project, my supervisor congratulated me on reaching candidacy again. It was the third time. Each time I had enrolled in my doctoral studies, I had intended to do a research project that would help me move up the career ladder. Both previous times I reached candidacy and then was offered a job that initially consumed my time and then, when I returned to my study, I found the topic no longer held my interest. This time I was in a stable work environment. I did not expect to apply for another job. I had recently won and completed a national project on leadership and found the area fascinating. I wasn't sure if I wanted to move up the ladder to the next level, which for me would be Pro Vice-Chancellor (Teaching and Learning), but I thought it would be interesting to explore the lives of those who had and maybe I would get an inside view before I decided whether I would take that step or not myself.

I have had a fairly meteoric career trajectory. I trained as a primary school teacher and taught for four years before starting my family. We were poor but I was committed to being a stay-at-home mum to our four children and so we managed. At eighteen months, my youngest child fell seriously ill and was hospitalised for three weeks. I stayed by his side throughout the ordeal. No one was more surprised than me that I was able to bring him home alive and well. The experience took its toll on me. As part of a coping strategy, I enrolled and upgraded my Diploma of Teaching to a Bachelor of Education. I was encouraged to do honours but thought I didn't know enough so opted to do my masters degree instead. At the same time, I picked up some relief teaching in the local primary school. The year was 1994. I had been out of the workforce for 14½ years the day I walked back into a classroom. I planned to complete my doctorate by 2005 but my career was about to take off.

Casual work in local universities followed, first as an invigilator, then a practicum supervisor, sessional staff tutor and unit coordinator. My first part-time university position was in the resource development arm of a university distance education unit in 1995. I was appointed to my first full time position as a faculty based instructional designer in late 1999. Six months later, I was asked to set up and lead a central unit with a remit to roll out flexible learning across the institution. Two jobs, a divorce and a move inter-state with two of my children followed. In 2007, I was approached to be the director of a large central unit responsible for portfolios that provided leadership, support and advice to university senior staff and faculty on a range of matters relating to teaching and learning, managing up to 80 staff and a financial budget in the range of \$5.5 million. I found I this job enjoyable and very satisfying. Having settled into the role, I decided to attempt my doctorate again.

7.2 What was the research experience like for me?

I was both nervous and excited about starting the first interviews for the research project. So, I found out, were the participants. I sat with my first participant and, after our initial mutual nervousness, listened to her story. I had not expected the personal and intimate details that she shared and had not expected the commonalities that emerged. We both had maternal grandmothers who were illegitimate. We both had stories of violence and abandonment in our family histories. We were both from working class backgrounds. We were both the first in our families to attend university. We were both invited to take up appointments in most of the positions that we had held. We both struggled with the tension between being nice and being assertive. We both struggled with the impact of our mothers. We both had little tolerance for those who bullied and intimidated staff. It felt like I was listening to my own story. I was glad I had a tape recorder so I could check what was said because I was aware that my own subjectivity could easily come into play and affect my view of what I was hearing. The experience also alerted me to an aspect that was not included in the interview schedule but was an area of importance for this participant, that of the impact of her family background and her early childhood experiences and context.

My second interview was held within days of the first. This time, I was not quite as surprised but still fascinated when family background emerged again. I was still

stunned to learn that this participant was also from a working class background, was the eldest child (as I am) and the first in her family to go to university. By the third interview, I was less surprised to find another eldest child and first in family to attend university and by the fourth I was surprised that she wasn't working class, first to university or the eldest child. The fifth ran truer to form being both working class and first in the family to go to university!

7.2.1 Aspiration

I could identify with much of what Lily, Jacqueline and Kathleen spoke about. In age, I am probably between Kathleen and Margaret. Margaret is the same age as my youngest sister. As I have said, I come from a working class background. I am the eldest child and the first in my family to go to university.

I had a strong desire to be a teacher from a very early age. At four years of age, I walked up by myself to the local primary school, knocked on a classroom door and asked to see the blackboard and then turned to look at the class. Asked if I was from year 1, I told the teacher I wasn't at school yet but that I was going to be a teacher when I grew up.

I was born in the second half of the year and when I started school I was streamed into 1B with other children born in the second half of the year while children born in the first half of the year were streamed in to 1A. From year 2 onwards, children were streamed by merit with the brighter children in the A stream. Despite my mother thinking I was 'a bright little thing', I remained in the B stream. My mother tried to ease my expectations by telling me that I was not clever enough to be a teacher. I was still determined that I was going to be a teacher.

In year 4, routine medical checks at school identified that I was hearing impaired. Further tests revealed that I had had no hearing in one ear since birth. Moved to the right side of the classroom, I could hear the teacher and my grades went up rapidly. In high school I was streamed into the professional stream as opposed to the commercial stream. This meant I had the chance to qualify to go beyond year 10 and hopefully on to teacher's college. The last hurdle in to teachers college was the medical. Because of my hearing impairment, I failed. My specialist wrote a medical certificate to over-rule the assessment and I was accepted.

I do not know where this desire to be a teacher came from. I wonder if I was attracted to it because the primary school was just down the road and I wanted to play with all the children. In high school, in the professional streams, the options for girls were teaching, nursing or working in a bank. I didn't know about universities until I stumbled on the university handbook in the teachers' college library in my second year. A comment resonated with me when one participant, another first in family to university, said of her own university experience "*[I was] so confused and didn't know what was going on.*"

Just prior to starting the interviews, I was present at the Inaugural Conference of University Australia (2009) when Minister Gillard announced the government response to the Bradley Review (Bradley, et.al. 2008) effectively launching the widening participation agenda in Australian higher education. I was interviewing female education leaders who had entered school in the education boom period of the late '50s and early '60s and entered university as the higher education sector had a period of expansion. Most of these women knew what it was to come from low socio-economic backgrounds and to be the first in the family to attend university. Most of these women knew what it was like to get an education in that context and to forge a career while dealing with the confusion, the not knowing, the sense of never quite fitting in. And they had done it. They had appointments in senior management positions in Australian higher education. What better people to have in charge of widening participation and improving teaching and learning in higher education for all?

7.2.2 A curve in my career

Just after completing the last of the interviews, I was invited to an appointment with the Vice-Chancellor who discussed with me his plans for re-structuring the department that I led. While professionally I could understand the decision, personally I was shattered. My job as I knew it was coming to an end. I and a few of my staff were being relocated to another section in which I would be the junior of two senior staff supporting a new Deputy Vice Chancellor who was still to be recruited. While this was not a reflection on my work, my pride was severely dented. Kathleen's words rung in my head "*you can't be a feather duster in the place you were a rooster*"!

During the same period, news came through that I had been awarded a national citation for my work in the higher education sector. I felt a bit like Alice in Wonderland – awarded on one hand and wondering whether I had a job on the other! I am known, and generally appreciated, in the institution within which I work. Perhaps feather dusters can be just as useful as roosters.

7.2.3 The cycle of life

At the same time as I started interviewing, small trickles of female staff began making their way to my office. One after another, and sometimes in the same week, women were coming to my office to tell me they were pregnant. By the middle of the year, of the eighty staff, nine were pregnant, one with twins. The last of the babies in this boom was born last week.

Another young single mum has just returned from maternity leave. Her baby is hospitalised with anxiety soon after as the baby attempts to come to terms with not having mum around. Another young mother returns to work and pregnant again goes on maternity leave again. Although stressed about losing her career, this time she does not return.

My staff are predominantly women but several of the male staff are expecting new babies as well. Two male staff members take six months paternity leave when their wives return from maternity leave. One plans to be a stay-at-home dad. One plans to complete his doctorate – and does.

I am very aware that it is from these people that our next generation of leaders will come. Work is now considered equally an integral part of the lives of these women and men. I watch as they learn to juggle the young life/lives of their children, their relationships and their careers.

7.3 What does this research mean to me?

This research marks the end of a journey from the little girl who was not clever enough to be a teacher to the woman who not only is a teacher of teachers but is clever enough to complete a doctorate, one of the highest qualifications in the Australian university system.

Heron and Reason (1997) ask “what is it about the human condition that is intrinsically worthwhile and valuable?” and suggest that “our inquiry is our action in the service of human flourishing” (pp. 286, 288). I like this thought.

What does it mean to be a leader? What does it mean to be female and a leader? What does it mean to be a female leader of teaching and learning in Australian higher education?

I have come to understand a bit more of the detail of the experience of females coming to be, and working in the role of, Pro Vice-Chancellor (Teaching and Learning) in Australian universities. I have seen how their individual experiences have interacted with what Seidman (1998) describes as the “powerful social and organisational forces that pervade the context in which they work” and have discovered some of the interconnections between these women who live and work in Australian higher education (p. 112).

I cannot find words myself to better express the same sentiment that Seidman (1998) captures so eloquently in sharing what his research has meant to him so I quote him here so that his words can speak for me as well:

In-depth interviewing ... has led me to a deeper understanding and appreciation of the amazing intricacies and, yet, coherence of people's experiences. It has also led me to a more conscious awareness of the power of the social and organizational context of people's experience. Interviewing has provided me with a deeper understanding of the issues, structures, processes, and policies that imbue participants' stories. It has also given me a fuller appreciation of the complexities and difficulties of change. Most important, and almost always, interviewing continues to lead me to respect the participants, to relish the understanding that I gain from them, and to take pleasure in sharing their stories. (p. 112).

This research has also given me hope.

The social and organizational context of the lives of the participants when they were younger is a different social and organisational context facing female aspirants to educational leadership today. There will always be room for improvement, but we have come a long way.

Despite, or maybe because of, the social and organizational context of their experiences, these participants have forged careers as female educational leaders who are making an impact and preparing their institutions to be better placed to respond to the widening participation agenda of the Australian Commonwealth Government. There are young females in low socio-economic status families who will be in the first cohorts and the first in their families to attend university under this agenda. Some of them may well be the leaders in our higher education sector in the decades to come.

If they are as passionate, as caring and as committed as the participants in this study, despite their human limitations, then Australian higher education will be in good hands.

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APPENDIX 1: AUSTRALIAN UNIVERSITIES

Universities Australia is the industry peak body representing 39 of Australia's universities.

Table A1.1. The 39 Universities Represented by Universities Australia

| University | Abb |
|--|------------|
| Australian Catholic University | ACU |
| Bond University | Bond |
| Central Queensland University | CQU |
| Charles Darwin University | CDU |
| Charles Sturt University | CSU |
| Curtin University of Technology | Curtin |
| Deakin University | Deakin |
| Edith Cowan University | ECU |
| Flinders University | Flinders |
| Griffith University | Griffith |
| James Cook University | JCU |
| La Trobe University | La Trobe |
| Macquarie University | Macquarie |
| Monash University | Monash |
| Murdoch University | Murdoch |
| Queensland University of Technology | QUT |
| Royal Melbourne University of Technology | RMIT |
| Southern Cross University | SCU |
| Swinburne University of Technology | Swinburne |
| The Australian National University | ANU |
| The University of Adelaide | Adelaide |
| The University of Melbourne | UniMelb |
| The University of New England | UNE |
| The University of New South Wales | UNSW |
| The University of Newcastle | Newcastle |
| The University of Notre Dame Australia | Notre Dame |
| The University of Queensland | UQ |
| The University of Sydney | USyd |

| University | Abb |
|-------------------------------------|------------|
| The University of Tasmania | UniTAS |
| The University of Western Australia | UWA |
| University of Ballarat | Ballarat |
| University of Canberra | UC |
| University of New South Wales | UNSW |
| University of South Australia | UniSA |
| University of Southern Queensland | USQ |
| University of Technology, Sydney | UTS |
| University of the Sunshine Coast | USC |
| University of Western Sydney | UWS |
| University of Wollongong | Wollongong |
| Victoria University | VU |

APPENDIX 2: PERMISSION LETTER

Dear

I would like to invite you to participate in a study of *Leadership in Australian Higher Education: Lessons from female educational leaders* that I am conducting as a part of the requirements for the completion of my Doctor of Education at Curtin University of Technology. I plan to be in <location> during the week beginning <date>, and would be delighted if I could meet with you for an interview during that time.

The principal aim of this research project is to provide a unique account of leadership from the autobiographical perspectives of five female leaders of teaching and learning in Australian higher education.

The names of leaders interviewed for the case studies will be made public in the thesis and resulting publications as providing examples of outstanding leadership that may provide helpful insights for educational leaders of the future in higher education. It is possible to elect to be a part of the study but to not be identified.

Case study data will be presented in such a way that any 'sensitive' or controversial information about institutions and individuals will be written using collective data analysis techniques to ensure anonymity and confidentiality – particular issues to be agreed individually with interviewees.

The publication will be written with an overall beneficial intention for the purposes of guiding future leaders in education. No harm is intended to come to any institution or individual as a result of the publication of this work.

The interview schedule will be sent to interviewees in advance of the interview. Reasonable changes to the questions may be negotiated during the interview if the interviewee requests this. The length of interviews is negotiable, but in general the list of questions will be followed in the order presented.

An initial interview with you will be conducted, taped and transcribed in order to get as much information as I can. Transcripts will be returned to you for verification before analysis is conducted. There may be a need for a follow up interview depending on the information obtained.

Following the interview, the text of information to be presented in the case studies will be sent to all interviewees with time for comments and amendments to be made prior to submission of the final manuscript.

Should any interviewee object to the text and/or wish to withdraw from the publication at any stage, this will be agreed without problem.

All interviewees will receive a free signed copy of the thesis to thank them for their participation.

Ethics approval has been obtained from the Human Research Ethics Committee (HREC) of The Curtin University of Technology. If you have any concerns about the conduct of the study, please contact the HREC Secretary, Sinead Darley on 08 9266 2784 or email S.Darley@curtin.edu.au

Please complete and return the attached consent form to indicate your willingness to participate. Feel free to ring or email me if you have any further queries.

Thank you for your contributions and time in participating in this work on leadership!

APPENDIX 3: PARTICIPANT CONSENT FORM

STUDY: Leadership in Australian higher education: lessons from female educational leaders

I, _____ have read the information provided and any questions I have asked have been answered to my satisfaction. I agree to be involved in this activity, realising that I may withdraw at any time without reason and without prejudice.

I understand that all information provided is treated as strictly confidential and will not be released by Deborah Southwell unless required to do so by law. I have been advised as to what data is being collected, what the purpose is, and what will be done with the data upon completion of the research.

I understand that I can call Ms Southwell on *tel* 07 3138 9764 or *mob* 0402 351 919 and request additional information about the study.

I agree that the research data gathered for the study may be published provided my name or other identifying information is not used.

Signed

Name

Date

APPENDIX 4: INTERVIEW SCHEDULE

Leadership questionnaire (based on the instrument used for Jameson, 2006)

1. How would you categorise, overall, the institution and client group of which you are currently a leader?
2. What, in your experience, is the distinction, if any, between leadership and management of teaching and learning in higher education?
3. What have been, overall, your main defining aims as a leader of teaching and learning in higher education?
4. Having outlined these aims, what have been the overall values that have been most important to you as an educational leader?
5. Have your values about being an educational leader changed during your career?
6. During your career, have there been any particular incidents or situations that caused you to change your views about leadership of teaching and learning in higher education?
7. How would you describe your leadership style? Is there a particular metaphor or comparison that you would use to describe your vision of your role as a leader of teaching and learning? Do you think others share this view, or is there evidence that they see you differently?
8. Do you think leadership roles and duties should only really reside at the top of an institution, or should these be distributed throughout the organisation in different people and in systems that flow through the institution?
9. What has been your vision of the mission and purpose of your organisation in relation to teaching and learning?
10. To what extent do you feel your vision of the mission and purpose of your organisation in teaching and learning has been achieved?
11. What have been five things that have most helped you to achieve success in teaching and learning in your institution?
12. What have been five things that have most blocked achievement in teaching and learning in your institution?

13. What, in your view, are the most critical 'drivers' of achievement in teaching and learning in higher education today?
14. In the future, what do you think will be the five most important things for a leader in higher education to do to ensure achievement and success in teaching and learning in their institution?
15. What do you think are some of the most challenging issues leaders of teaching and learning tend to face during their careers? How would you advise that future leaders in education should be trained to cope with these?
16. Is there anything else you would like to note for leaders of teaching and learning in higher education in the future? Or any other particular point you wish to note about this case study?

APPENDIX 5: AUSTRALIAN UNIVERSITY ALLIANCES

Table A5.1. The Australian University Alliances

| Alliance | Member Universities |
|---|---|
| <p>The Group of Eight (go8) http://www.go8.edu.au /</p> | <p>The University of Adelaide The Australian National University The University of Melbourne Monash University The University of New South Wales The University of Queensland The University of Sydney The University of Western Australia</p> |
| <p>The Australian Technology Network (ATN) http://www.atn.edu.au/</p> | <p>Curtin University of Technology University of South Australia RMIT University University of Technology Sydney Queensland University of Technology</p> |
| <p>Innovative Research Universities Australia (IRU Australia) http://www.iru.edu.au/</p> | <p>Flinders University Griffith University La Trobe University Murdoch University University of Newcastle James Cook University Charles Darwin University (joined 2009)</p> |

| | |
|---|--|
| Non-aligned (formerly The New Generation Universities (2002-2007)) | Australian Catholic University Central Queensland University Edith Cowan University Southern Cross University Victoria University University of Ballarat University of Canberra University of Southern Queensland University of the Sunshine Coast University of Western Sydney |
|---|--|

