

DEANS OF NURSING: PATHWAYS TO THE DEANSHIP

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Dissertation submitted to the Faculty of the
Virginia Polytechnic Institute and State University
in partial fulfillment of the requirements for the degree of

DOCTOR OF EDUCATION

in

Educational Administration

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October 1987

Blacksburg, Virginia

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(ABSTRACT)

The purpose of this study was to describe dean's perspectives on the life/career relationships and experiences which were significant in their pathways to their first nursing deanship. A developmental model guided this inquiry and was used to explain the development of these women's personal and professional identity.

The study design was naturalistic. Data were collected by survey, life history interviews, and through document search of curriculum vitae. Field notes were recorded throughout the data collection period. Data were analyzed using Spradley's (1979) ethnographic analysis techniques consisting of domains, taxonomies, components, and themes.

The study yielded the following themes: (1) a strong valuing by the participants of (a) education and (b) achievement; (2) a pattern of female-female relationships which provided the deans with role modeling of important leadership behaviors, support, encouragement, and information for making educational and career choices; (3) a pattern of early leadership behavior which included an enjoyment of/or a desire to be in charge.

Conclusions of the study were: (1) the Erikson-Levinson model was generally descriptive of the women studied; (2) people and relationships were extremely important in the lives and the careers of the women studied; (3) the early socialization experiences and relationships of these women contributed to the development of leadership behaviors and positive ego development; (4) through the supportive relationships of their husbands and their own organizational abilities, the married deans were able to accomplish their career goals; (5) through early family and educational experiences and relationships, the participants in this study developed strong values related to the importance of achievement and education.

ACKNOWLEDGEMENTS

I would like to express my gratitude to all that assisted in this endeavor. I am particularly thankful to all the members of my advisory committee, Special thanks go to my advisor, Dr. Loyd Andrew, who not only spent many hours helping me to conceptualize this project, but in questioning, challenging, motivating, and assisting me to explain the results of my research. To Dr. Margaret Eisenhart, whose ability to quickly identify my difficulties in carrying out the qualitative research process and provide helpful suggestions and direction, I am very grateful. To Dr. Mary Silva, who provided expertise in theory and research and who had the ability to be both supportive and critical throughout, I shall be forever grateful. I would also like to express my appreciation to Dr. Jimmie Fortune and Dr. Wayne Worner for their sage advice, particularly during the inception of this project. Finally, I would like to thank _____, who served as a reader in developmental theory for this project, I appreciate the many helpful suggestions that she made to improve the manuscript.

I am also grateful to the many people in my personal and professional life that have been influential in the completion of this work. To my father (deceased), for instilling in me the belief that "all things are possible". To my husband, and our children

I am grateful for your love and your forbearance as I worked on this paper. Without you, completion would not have been possible. To my professional colleagues for their humor, support, and encouragement as I completed this work. I am especially grateful to my dean, , for her support, advice, and encouragement through the whole doctoral experience.

This study was supported, in part, by a National Research Service Award from the Department of Health and Human Services, Division of Nursing, #1F31 NU-05 793-01. My thanks are extended to , who administers the National Research Service Award Fellowship Program, Division of Nursing, for her helpful advice and suggestions.

Finally, I would like to express my deep appreciation to the six women who so unselfishly shared their lives with me during the data collection and analysis periods of this study. I learned more from them than I could ever record in this document. It is to them that I dedicate this work.

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CHAPTER 1

INTRODUCTION TO THE RESEARCH

Background of the Problem

Literature indicates that the position of academic dean is relatively new in academic administration. The first recorded appointment of an academic dean occurred at Harvard College in 1870 (Moore, 1983). Deans were generally appointed from the faculty, by the president, to assist with the time consuming administrative tasks of record keeping, recruitment, and admissions.

Today, the role of the dean is much more focused on the academic program itself. The dean provides leadership for the refinement and support of current programs and the development of new offerings that are consonant with the university's mission and responsive to the needs of the consumer. The dean has the responsibility for the development of the academic budget and for mobilizing other financial resources (e.g., grants) to support the academic programs in his/her academic unit. Deans are also responsible for the development of faculty (including facilitating their scholarly pursuits), who will implement the curriculum in the academic units (Corson, 1975; Moore, 1982). The deanship provides a unique view of the entire

organization. According to Van Cleve (1981), "It is the one line position that enjoys 'routine,' in contrast to 'ad hoc' contact with the full spectrum of organizational elements-- students, faculty, department heads, fellow deans, vice presidents, and presidents (p. 7). This important middle management position in academia makes special intellectual and emotional demands on its participants (Van Cleve, 1981). It requires the dean to keep abreast of national trends and developments which either directly impact or necessitate a response from his/her academic unit. In addition, the position draws upon the dean's ability to provide balance between the demands of the faculty and those of higher administration.

Deans of nursing programs are even newer on the academic scene. The first educational programs for nurses were not developed in colleges and universities, but resided in hospitals. Florence Nightingale established the first training school for nurses in England in 1860. Her school was an entirely independent educational unit, financed by the Nightingale Fund. Nightingale's school became the model for many other nursing schools throughout the world. In 1873, three schools of nursing were established on the Nightingale model in the United States: Bellevue Training

School in New York, Connecticut Training School in New Haven, and the Boston Training School (later called Massachusetts General Hospital Training School for Nurses). These schools were created independently of hospital boards; however, they were later incorporated into the hospital system because of lack of funds. As a result, nursing students became a valued source of free nursing services to hospitals. The function of the school became service, not education (Donahue, 1985). The first university affiliated nursing school was the School of Nursing at Minnesota, organized in 1909 as an integral part of a university. It was not until 1919, however, that degrees were granted in nursing. According to Anderson (1981), "Because the role of the dean is relatively new in nursing's history, we lack a solid base of research in examining the unique features of the role and in examining the comparable components of the role in other fields" (p. 1).

The growth of baccalaureate programs has moved slowly because the profession has demonstrated ambivalence toward making a commitment to the Bachelor of Science in Nursing (B.S.N.) degree as the necessary credential for entry into professional practice in nursing. Hospitals, many of which were physician-controlled, were unwilling to give up a cheap

source of labor. In 1965, the American Nurses' Association (professional association) took a stand on the issue of educational preparation for professional practice. They stated that education for nursing should take place in institutions of higher education. Their position was reaffirmed in 1978, but the issue continues to trouble the profession and baccalaureate growth has been slow. In 1987 there were 372 National League for Nursing (national accrediting organization for nurses) accredited four-year baccalaureate programs. Deans of nursing programs therefore must not only manage the educational units, represent their units to the rest of the university and compete for scarce resources, but they must also deal with the schisms that exist within the profession itself over the best preparation for professional nursing. Thus, the nursing deanship is a very complex position.

Background on the growth of the nursing profession is included to provide the reader with a context for understanding the lives of women who become nursing deans. Their professional identities as nurses and their identities as deans, were formed during this turbulent period in nursing education. The study of nursing deans is a legitimate research focus because these leaders have shaped nursing

education in the past and will continue to do so in the future. Aspiring deans need information regarding the characteristics and competencies needed for this academic leadership position. Furthermore, insights into how these characteristics and competencies developed in present deans will be of value to this aspiring group.

Statement of the Problem

Lewis (1981) found that 92 percent of the 88 deans of nursing she studied ranked their own personal qualities and abilities (leadership, sense of humor, assertiveness) as the most significant in their achievement in the decanal role. Lewis recommended the study of early socialization experiences of deans of nursing to identify their effect on the development of these personal qualities or abilities. Authors outside of nursing have uncovered the importance of early family experiences and relationships (father-daughter relationships, birth position in family, involvement in competitive sports) as important in the development of women executives (Diamond, 1978; Hennig & Jardim, 1977; Lever, 1976).

Within the last decade, the effects of mentoring on adult development and career preparation and success has

also been explored (Hennig & Jardim, 1977; Levinson, 1978; May, Meleis & Winstead-Fry, 1982; Vance, 1982). Other authors began to view the mentor relationship as part of the career preparation for the academic deanship (Chamings & Brown, 1984; Moore, 1982, 1983).

Several studies on the academic deanship (including the nursing deanship) describe the demographic characteristics of deans, including educational background, previous career experiences, salary, age, sex, and marital status, etc. (Bowker, 1982; Cyphert & Zimpher, 1980; Hall, Mitsunga & deTornyay, 1983; Johnson, 1983; Lewis, 1981). Other literature focuses on the dean's role: essential activities, scholarly productivity, and the higher education system in which the dean functions (Anderson, 1981; George & Deets, 1983; Gould, 1964; Johnson, 1983; Van Cleve, 1981). Although this previous research has led many within nursing academic administration to believe that deans are over studied, Hall (1985) points out that "Deans are overstudied but not understood . . ." (p. 122). Few have tried to investigate deans through collection and analysis of their own life stories. The life/career paths of the women who become deans of nursing is an unexplored area. If personal abilities and qualities are paramount to achievement in the

deanal role, what experiences and relationships existed in the past lives of present deans that facilitated the development of these abilities? What experiences and relationships do they identify as significant (having meaning and influence) in their life/career path?

Purpose

The purpose of this study was to describe deans'* perspectives on the life/career experiences which were significant in their life/career pathways to their first deanship.

Within the framework of the Erikson/Levinson model (discussed under Theoretical Framework), one research question and two sub-questions are addressed.

Research Question

What life/career experiences and relationships do deans of nursing programs identify as significant factors in their pathways to the deanship?

*Dean, director, division head or chairman of an N.L.N. accredited, four-year generic baccalaureate and higher degree program in the United States.

Sub-Questions

- o What people and relationships, during the developmental periods, were important to deans in their pathway to the deanship?
- o What events and experiences, during the developmental periods, were important to deans in their pathway to the deanship?

Theoretical Framework

A developmental theoretical framework was used to explore life/career events, experiences, people and relationships, and resultant personal qualities and abilities perceived to be significant factors in pathways to the deanship. Developmental theories provide a valid background for examining and understanding formation of individual and subsequent career identities. Individual and career identities, represented as qualities and abilities, are viewed as products of interaction between innate abilities and environmental influences (life/career events, experiences, people, and relationships).

Developmental theories are based on hypothesized psychochosocial, cultural, biological, and spiritual

components of all people. Their focus is on the tasks that must be met or crises that must be resolved by all people (at least partially) as they grow older. These tasks or crises are grouped into sets, each of which incorporates specific psychosocial, cultural, biological, and spiritual needs related to the tasks or crises at hand. Although these tasks involve the interaction of the psychosocial, cultural, biological, and spiritual they are often discussed from a psychosocial standpoint as they are in this study.

Developmental theories address tasks or crises within the context of life experiences and relationships (the focus of this study which foster or impede accomplishment of tasks or resolution of crises).

A basic premise of developmental theories is that tasks or crises occur in sequence and a person must successfully accomplish most tasks or resolve most crises of one period before he/she can progress to the subsequent period. Therefore, it is assumed that a person who is successful in accomplishing tasks of one period has been successful in accomplishing most tasks of prerequisite periods.

The theoretical frameworks which guided this inquiry were Erikson's theory of ego development (Erikson, 1950/1963) and Levinson's theory of adult development

(Levinson, 1978). First, an overview of Erikson's theory and the first five stages will be discussed, because these are closely tied to the present research. Next, Levinson's theory will be discussed and its first six stages detailed, because again, these stages relate most closely to this research. Finally, literature that questions or supports both theories will be discussed.

Both theories were used because one theory builds on the other and neither alone provided a total framework for looking at the dean's pathway to the deanship. Erikson (1950/1963) is well known for his theory of childhood and adolescent development. His framework was used to link the people, relationships, events, and experiences of the deans' childhood and adolescence to their adulthood qualities, i.e., trust, autonomy, initiative, industry, and identity.

Levinson built on Erikson's work and provided great detail regarding occupational development, adult stages, and transitions. As Levinson (1978) states, "Our view of the self includes Erikson's concept of the ego. Our view of the sociocultural world as an aspect of the life structure is consistent with his way of thinking about society. His ego stages of adulthood fit well within the time table of our eras and periods. Our view builds and adds to his and is

not antithetical to his" (p. 323). Levinson's theory was used to understand the importance of the "Dream," "Special Man" and "Mentor" in the deans' lives, as well as to provide a framework for understanding the building, revising, and changing of the deans' life structure in an age related sequence.

Erikson's Theory of Ego Development

In 1950, Erikson first presented his views on the human life cycle. He wanted to bridge the gap between Freud's theory of infantile sexuality and knowledge of a child's physical and social growth.

Erikson (1950/1963) presented his theory of ego development within a framework of eight stages through which an individual passes from birth to death. Erikson maintained that the stages occur in all societies, are not specific, and occur according to what he calls the "epigenetic principle." This means that at each stage, a special issue is to be resolved and that its resolution depends upon past resolution of issues. In addition, one's present stage has implications for future stages. According to Erikson (1968), crises occurs at the end of each stage that precipitates a "turning point" when development must

either move forward or stay the same. Each stage then, when resolved in a productive fashion, provides the foundation for further development and allows the individual to integrate a new quality into ego and thus move on to the next level of development. The individual proceeds through the stages because of an interaction between physical maturation, the individual's perception of the environment, and the response of the environment to the individual. Individuals who do not resolve a stage in the productive fashion have a weaker base for the next stage and, at some point during their development, need to return to the developmental stage and resolve the unresolved crisis.

Until recently, no studies of adults used Erikson (1968) as a theoretical framework. Most of the literature reviewed was descriptive or elaborative on his theory, but little empirical investigation existed, even on children. Recently, Doddridge (1986) used Erikson's theory to examine the relationship between identity and intimacy in young married adults. The purpose of his study was to gain insight into early adulthood, the growth of marital intimacy, and possible developmental processes in the early years of marriage. Doddridge studied 30 middle class

couples aged 20 to 35. Half of his subjects had no children and the rest had from 1 to 5.

Three reliable scales were used in the investigation to measure intimacy. These were: Holt's Intimacy Development Inventory, Miller's Social Intimacy Scale, and the intimacy subscale of Constantinople's Inventory of Psychosocial Development. Four reliable scales were used to measure identity. These were: IPD identity subscale, Dignan's Ego Identity Scale, Rasmussen's Ego Identity Scale, and an experimental Family Systems Personality Profile based on Bowen's theory. His results showed that higher levels of intimacy were associated with higher levels of identity for both men and women. Women's intimacy scores were higher but there were no differences in identity scores between men and women. This was the only study found which used Erikson's theory in the study of female adults.

Erikson (1950/1963) described each stage of the life cycle as having two opposing ego qualities as shown below:

1. Basic Trust vs. Basic Mistrust
2. Autonomy vs. Shame, Doubt
3. Initiative vs. Guilt
4. Industry vs. Inferiority

5. Identity vs. Identity Confusion
6. Intimacy vs. Isolation
7. Generativity vs. Stagnation
8. Integrity vs. Despair

These stages are detailed in the following paragraphs. The first five stages are used to provide an explanatory base for the childhood and adolescent experiences and relationships of the deans in this study.

Basic Trust vs. Basic Mistrust

The first stage in need of resolution is Basic Trust vs. Basic Mistrust. This is the most stable and the most lasting of all the ego qualities. It takes on different meanings and importance as an individual moves through life. Trust can be seen as relying on the constancy of one's caretakers, as well as relying on the constancy of oneself (Erikson, 1950/1963).

According to Erikson (1968), the biological, psychological, and social modes interact to provide the child with trust experiences. During infancy, the primary zone of the body is the mouth. The psychological mode of experience focuses on "incorporation" as the infant takes in whatever fluid is placed in his or her mouth. The social modality is

"to get" which means "to receive and to accept what is given" (Erikson, 1950/1963, p. 75). If the mother does not meet the infant's needs within an acceptable range, the infant's response may change from one of acceptance to rejection or lethargy (Erikson, 1968). Beyond the need of survival, the specifics of mothering are culturally determined and, therefore, a sense of group identity begins to emerge.

According to Andrews (1983), Erikson's theory also demonstrates the interrelationships between generations. In this most basic stage, the mother must have a sense of trust in her environment and in herself in order to respond and to communicate a sense of trust to the infant.

Autonomy vs. Shame and Doubt

The second psychosocial stage that the child must resolve is Autonomy vs. Shame and Doubt. This stage is important because in later development it becomes the basis for dealing with choices or problems that arise from contradictory impulses and feelings. A sense of autonomy comes from a "sense of self-control without loss of self esteem" (Erikson, 1959/1980, p. 70) while a sense of shame and doubt comes from "a sense of muscular and anal impotence, a loss

of self-control, and of parental over control" (Erikson, 1959/1980, p. 71).

Physical development at this point focuses on the eliminative organs and musculature. The psychological modes are those of retention and elimination as the child learns to get some pleasure from his or her eliminative processes. The social modes are those of "holding on and letting go." The child's increased mobility, verbalization, and ability to discriminate allows this socialization to occur.

Initiative vs. Guilt

The third psychosocial task that needs mastery is that of Initiative vs. Guilt. This task involves the qualities of planning, attacking, and directing energy into the environment. In this stage, the child attacks a task ". . . for the sake of being active and on the move" (Erikson, 1950/1963, p. 255).

The physical milestones of this stage include walking and running, which allows the child to increase his social sphere to peers. The child has also mastered language which allows him or her to ask questions and to receive answers.

The psychosexual stage is the phallic, the biological zone is the genitals, the psychological mode is "intrusive"

and the social mode is "making, as in being on the make." The child's physical maturity allows the child to see himself in adult roles, and to see himself as "big"; it also involves him in making comparisons between himself and others. The child has "consuming" curiosity and intrudes into others physical space and intellectual space through constant questioning. Physical intrusion is seen in aggressive acts by physical attack. The last mode of intrusion relates to sexual intrusion, which according to Erikson, is frightening to the child (1950/1963, p. 116). Erikson states that in this type of intrusion, males and females differ because the nature of the female physiology does not allow this type of intrusion.

Therefore, according to Erikson, females develop a sense of inclusion, which Erikson relates to the Oedipal Conflict. This is the conflict in which the child harbors "murderous" impulses toward the parent of the same sex because of incestuous desires for the opposite sex parent. The resolution of this conflict occurs through identification with the same sex parent and repression of the desires for the opposite sex parent. This leads to the crystallization of the superego. According to Erikson, the conscience part of the superego is the "great governor of initiative"

(Erikson, 1968, p. 119). The conscience uses guilt to control what might become unleashed initiative.

Industry vs. Inferiority

The fourth psychosocial stage to be discussed in this section is Industry vs. Inferiority. Industry involves a feeling of mastery over objects and social experiences that are meaningful to the child. These social experiences are initiated by the child's contact with some type of educational system. This system is culturally determined. The social aspect of this stage involves doing things with others. "In all cultures, at this stage, children receive some type of systematic instruction . . ." (Erikson, 1950/1963, p. 259). Psychologically, the child gains recognition by "producing things" and develops ". . . pleasure of work completion by steady attention and persevering diligence" (Erikson, 1959/1980, p. 91).

Inferiority, the opposing force, comes from "...an estrangement from himself and from his tasks" (Erikson, 1968, p. 124). Society plays an important part in the child's development as it encourages a sense of mastery or a sense of inferiority by its acceptance or rejection of the child's attempts at producing and learning technology.

Biologically, "This stage differs from others in that it does not consist of a swing from a violent inner upheaval to a new mastery. The reason why Freud called it the latency stage is that violent drives are normally dormant at this time" (Erikson, 1968, p. 124). Physical maturation, however, involves a fine tuning of fine motor coordination, which allows the child to master the world of tools, bows and arrows, as well as pencils. Play and school predominate during this stage.

Identity vs. Identity Confusion

The fifth and last psychosocial task in need of relative resolution, as used in this study, is Identity vs. Identity Confusion. "A sense of ego identity then, is the confidence that one has the ability to maintain inner sameness and continuity" (Erikson 1959/1980, p. 94). This sense of continuity is not only the way one perceives oneself but it is also the way one is perceived by others.

Identity confusion is the risk at this stage which results in feelings of fragmentation as a result of an attempt to satisfy many roles, none of which seems to fit or feels real. A precipitant of this stage is genital maturity which occurs at pubescence and requires the integration of a

new body image into one's ego. In the social sphere, significant others no longer respond to the individual as "child" but as "adolescent." This precipitates a need to integrate the response of others into the ego. From the psychological perspective, the individual is reworking earlier issues, including the Oedipal conflict, so that a separation from the parents can be accomplished. The task of adolescence is to integrate the identity parts into a whole. The social world supports this task by responding to him/her as a separate "person." The need is for continuity between the society's recognition and his/her own self-perception.

According to Erikson, males and females reach adolescence after at least partially resolving the same sequence of developmental tasks. It is at this point male and female developmental models diverge and male adolescents confront identity issues prior to intimacy issues, while for female adolescents, the identity and intimacy tasks are fused within the same developmental stage. Erikson (1964, 1968) asserts that this divergence is due to biological differences in the woman's "inner space," which has a shaping effect on the way she views herself, her world, and her relationships with others. This makes the intimacy

stage a necessary companion to identity achievement (Gilligan, 1982). The male adolescent, however, achieves his identity by synthesizing previous developmental stages, interacting with society, and by sorting out personal identifications. The choice of a partner, then, is for the woman a critical element in the process of identity achievement. Erikson seems to deviate from his normal interaction of the biological, social, and psychological when he views female identity formation. The need to look cautiously at Erikson's theory of female development seems necessary today when the values regarding men and women in our society have changed so radically. Literature related to the challenge of Erikson's (1964, 1968) theory of female identity will be presented later, and, in fact, the reformulation of the Eriksonian model for female identity development as proposed by Morgan and Farber (1982) will be used to view the identity stage in this study of female deans. Erikson's earlier developmental stages are appropriate for viewing the incorporation of the earlier ego qualities into the personality; trust, autonomy, initiative and industry as a foundation for the development of ego identity.

From the point of entering young adulthood, Levinson's Theory of Adult Development (1978) will guide the rest of

the inquiry, as the individual who has formed a tentative identity, moves into the adult world.

Levinson's Theory of Adult Development

Levinson's theory of adult development partially guides the research questions related to the adult developmental periods and the factors that affect the development of the dean's career identity such as role models, mentors, educational, and occupational experiences.

Levinson's theory (1978) was developed from research that he and his associates conducted on 40 men. Levinson found that the men he studied established life patterns in an age related sequence. The theory of adult development is based on developmental phases that the men went through in establishing, maintaining, or changing a life structure. The life structure, according to Levinson (1978), involves three factors:

1. The individual's sociocultural world as it impacts on him and has meaning for him. This includes class, religion, ethnicity, family, political systems, and occupational structure.

2. The self which is an integral part of the life structure and includes such things as fantasies, moral values, modes of feeling, thought, and action.
3. Man's participation in the world through his evolving relationship and roles of citizen, lover, worker, boss, friend, husband, father, and group participant.

Levinson (1978) showed that the life structure goes through a process of development during the adult years. The choices that a man makes in relation to himself and the world around him becomes the primary components of his life structure. Levinson found that the central components were marriage, family, occupation, friendships, peer relationships, ethnicity, religion, and leisure. "A component may shift from the center to the periphery or vice versa. . . ." (Levinson, 1978, p. 44).

Tasks and Periods

According to Levinson (1978), the life structure evolves through a relatively orderly sequence during the adult years (p. 49). This evolution is accomplished through a series of alternating stable (structure building) periods

and transitional (structure changing) periods. The stable periods last approximately seven years, while the transitional periods last about five years. The tasks of the stable periods are to make important choices and to form a structure around them based on one's goals and values. The tasks of the transitional periods are to reappraise the current life structure, explore the possibilities for change both in oneself and in the world, and to make choices which become the basis for the next stable period. In addition to the inherent tasks in stable and transitional periods, each stage also has tasks which reflect its place in the life cycle. These tasks will be discussed as the adult stages are reviewed.

"The (developmental tasks) are crucial to the evaluation of the periods" (Levinson, 1978, p. 53). Developmental tasks can be fully or partially accomplished. However, according to Levinson (1978) "a life structure is satisfactory to the extent that it is viable in society and suitable for the self" (p. 53). A period or era is defined in terms of its developmental tasks. Levinson (1978) used the term "marker event" to identify potential life crises like marriage, divorce, illness, etc. Their importance is considered in terms of the adaptations that they require.

Unlike Erikson (1968), they don't signal a beginning or an end to a developmental period, but do need to be understood within the context of the developmental period in which they occur.

Levinson (1978) detailed nine stages through which the men in his study moved in building, maintaining, revising, and changing their life structures. Stages seven through nine were "speculative" as his research did not extend through these eras. For the purpose of this study, only the first six stages will be discussed because all of the women studied achieved the academic deanship by the time they entered middle adulthood. Levinson's (1978) nine stages are listed below. Some of the ages from era to era do overlap chronologically. According to Levinson (1978) however, "there is a single, most frequent age at which each period begins" (p. 53). The range of variation is usually about two years above and below the average (Levinson, 1978).

Periods in Adult Development

1. Early Adult Transition: Moving from Pre to Early Adulthood (17-22)
2. The First Adult Life Structure: Entering the Adult World (22-28)
3. Age Thirty Transition: Changing the First Life Structure (28-32)
4. The Second Adult Life Structure: Settling Down (32-40)
5. Mid-Life Transition: Moving from Early to Middle Adulthood (40-45)
6. Entering Middle Adulthood: Building a New Life Structure (45-50)
7. Age Fifty Transition: Re-evaluate Middle Adulthood: Structure and Revise as needed (50-55)
8. Entering the Second Phase of Middle Adulthood: Building a Second Life Structure (55-60)
9. Late Adult Transition: Terminate Middle Adulthood and Create a Basis for Starting Later Adulthood (60-65)

Early Adult Transition

(Ages 17-22)

The first of the adult stages that Levinson (1978) described is early adult transition. The tasks involved in this stage are terminating pre-adulthood (this may involve separation from parents) and questioning the world and one's place in it. The young man leaves home and imagines what his life will be in the adult world. This formation of a "Dream" according to Levinson (1978), is crucial to the young man's development during early adult years. The "Dream" is a "vague sense of self-in-adult world" (p. 91).

According to Levinson (1978) the "Dream" arises in the early 20s to serve as a transitional object. The "Dream" indicates that the person is beginning to think about himself as an adult in an adult world. This development of the "Dream" is facilitated by forming relationships with a mentor and a special woman. The "Dream" structures many of the choices that the young man makes.

The purpose of the mentor is to foster the young man's dream and to serve as a transitional figure between the young man's parents and future adult relationships. The mentor may be as influential as the parents have been.

According to Levinson (1978) the mentor is someone who believed in the young adult and shared the novice phase of his life (the first three adult stages). Levinson (1978) referred to the mentor relationship as a love relationship. The other special relationship of the novice phase (first three adult stages) is the "Special Woman." She acts as either a hindrance or a help to the young man. The "Special Woman" may either share and believe in the "Dream" or she may represent a psychological aspect of the young man (his ambivalence toward the dream) which is antagonistic to the "Dream" (Levinson, 1978).

The First Adult Life Structure

(Ages 22-28)

The major task of Levinson's (1978) second stage, The First Adult Life Structure, is to create a life structure that can provide a link between the self and the wider adult world. This is accomplished by:

1. Forming a new home base.
2. Establishing a balance between exploration and commitment in regard to occupation and women.
3. Finding ways to live out his Dream.

4. Forming mentor relationships and a relationship with a Special Woman.

Age Thirty Transition

(Ages 28-32)

The third stage is Age Thirty Transition. During this period, the young adult re-evaluates the life structure established in his 20s and modifies it to create a more satisfying life structure in the 30s. He may marry, or change wives (if already married) to make his life more consistent with the new life structure planned for the 30s. According to Levinson (1978), the overriding task of the novice period (first three adult stages) was for the young man to make a place for himself in the adult world and to create a life structure that will be viable in the adult world and suitable for himself (p. 72). This stage concludes with the accomplishment of this task.

The Second Adult Life Structure

(Ages 32-40)

The major tasks of the next stage, The Second Adult Life Structure, involve broadening one's life structure, making a few key choices and putting others aside, and

pursuing long range goals in a relatively systematic way. This is done through: (a) establishing one's niche in society, or (b) working on moving up the career ladder. One may move in this period from being a "junior member" to being a "senior member." Levinson (1978) refers to the person "Becoming One's Own Man" (p. 144). This period also can involve a distancing from one's mentor.

Mid-Life Transition

(Ages 40-45)

Mid-Life Transition moves the man into a new phase which some experience as a moderate to severe crisis. Man's Dream is re-evaluated during this time, and this is frequently a time that one's life structure is severely questioned and revised dramatically. The major task of this transition is to integrate into the self those aspects that have been neglected or not yet been given full expression. The man modifies his second life structure so that he can build a third structure, which will be generative during his middle years.

Middle Adulthood

(Ages 45-50)

The last of Levinson's stages to be discussed is Entering Middle Adulthood. During this stage the man makes choices and forms his new life structure. Some aspects of the present life structure may become more central while others move to the periphery. Some of the men in Levinson's study were able to establish very satisfactory life structures while others had little energy to do so because they had suffered major physical and psychological setbacks. For some of the men, the shift into the third life structure was initiated by a crucial marker event like divorce, job loss, etc. Others experienced only minor changes in their life structure. For example, the quality of their marriages may have changed or the nature of their work changed.

Studying Women

Using a model built from the theories of Erikson and Levinson may be questioned in the study of women. Erikson's theory of the development of identity in women has been severely criticized by some (Barnett & Baruch, 1978; Gilligan, 1982). According to Barnett & Baruch (1978), the implication of Erikson's theory is that, "Women, but not

men, require a spouse before they can complete as crucial a task as identity formation; not marrying implies not establishing one's identity" (p. 189). Erikson's earlier stages are generally accepted for men and women and he is recognized as the foremost theorist regarding childhood development. As Morgan and Farber note, "The epigenetic model developed by Erik Erikson (1963/1968) remains one of the most theoretically comprehensive, thoroughly studied, and widely utilized outlines of human growth" (1982, p. 199).

Therefore, using Erikson's theory as the model for female identity formulation raises serious concerns. However, Morgan and Farber (1982) suggest a reformulation of Erikson's theory to emphasize the interaction of the psychosocial in female identity development. Their view takes into account the "profound changes in values regarding the appropriate roles for men and women within our society" (1982, p. 203). This reformulation seems more consistent with Erikson's (1968) original thinking as his theory of female identity development represents a departure from his view in other developmental states, i.e., the interaction of the biological, social, and psychological factors in the resolution of the particular developmental crisis.

According to Morgan and Farber (1982) the components of women's identity (self definition, women's occupation, and world view) were largely determined in the past by the man to whom the woman was married. This is a view closely related to Bardwick's (1979) thesis that woman's identity was defined in terms of her family roles. However, today's woman may achieve identity outside of marriage or family role (an intimate connection) according to Morgan and Farber (1982). They argue that today's woman may achieve identity, like men, through resolution of previous developmental crises and through occupational, philosophical, and historical choices that the woman makes. An earlier work by Boyton (cited in Morgan and Farber, 1982) supported their premise as she found some women experience identity before achieving intimacy.

Marcia (1966) describes Erikson's (1950/1963) task of identity vs. identity confusion "in a way that clarified conflict and choice" (Morgan & Farber, p. 204). Four identity status categories were described: Achievement, Moratorium, Foreclosure, and Diffusion. Identity Achievement relates to the successful resolution of prior crises and allows an individual then to commit himself/herself to occupational and interpersonal pursuits (this is

used much in the Eriksonian sense). The Identity Moratorium relates to the crisis itself. It represents struggle, conflict, a re-evaluation and re-definition of one's talents, skills, sense and sources of identifications, lifestyles, occupation, relationships along with an evaluation of philosophy and values. It is a time, according to Marcia (1966), to try on new and different roles to discover which is appropriate to the developing self. Identity Foreclosure represents a premature and/or lack of a thoughtful resolution of the identity crisis while Identity Diffusion signifies an avoidance of the crisis and an absence of a sense of self or self direction. Initially, Marcia's (1966) work was done with men but its applicability to women was subsequently established (Fannin, 1979; Marcia & Friedman, 1970). The validity of Marcia's construct has been supported in over 30 studies (Prager, 1986). Marcia's view that crisis is requisite to identity formation challenges Erikson's view that biology is central in the development of female identity. Choice is viewed by Marcia (1966) as a vital part of Identity Achievement. Therefore, marriage or intimate attachment must be preceded by a Moratorium period and must represent a choice on the part of the individual lest Foreclosure or Diffusion occur as opposed to

Achievement. Marcia's view of female Identity Achievement is supported by other contemporary thinkers who view choice as vital to successful Identity Achievement (Bardwick, 1979; Bernard, 1975; Boynton, 1978).

Morgan and Farber (1982) suggest that the nature of the Moratorium or Crisis is yet to be identified and suggest that Erikson's own concept of Identity Discontinuity occurs when the tentative identity established in previous stages no longer is appropriate to subsequent stages and unless corrected, Identity Diffusion will occur. This concept of Discontinuity applies, according to Morgan and Farber (1982), to women's identity development in four ways:

1. "the values and experiences internalized by women during the earlier parts of their lives have been, in most cases, traditional";
2. "sex-role norms are changing to provide a wider variety of socially acceptable life styles and career alternatives for women";
3. "it is becoming difficult to avoid exposure to and contact with these changing norms"; and

4. "at some time in the life cycle women will react to the conflict between traditional and non-traditional in one of the four ways described by Marcia" (p. 206).

According to Erikson (1968) successful identity achievement requires input from one's immediate community of significant others (identification sources, experiences in various relationships, and social validation).

Morgan and Farber (1982) point out that the original mother-daughter identifications may involve traditional models for women of marriage and motherhood. Therefore, women who espouse non-traditional values require strong female identifications derived from their current environments to counterbalance the original mother-daughter identifications. In addition, the interpersonal relationships which these women experience must include some which are congruent with their emerging identities. These relationships are necessary to provide validation (particularly during adolescence and young adulthood) of their plans for occupational careers outside the home and the incorporation of behavioral characteristics like assertiveness, risk taking, etc., which in the past may have been considered

inappropriate for women. Morgan and Farber (1982) re-emphasize the importance of friendships with female peers who are nurturant and ego-supportive to them and allow them to grow as individuals. As suggested by other writers (Bardwick, 1979; Bernikow, 1980; Brenton, 1974), this is necessary for women adopting a non-traditional identity.

Review of Literature

Using Levinson's Theory With Women

The use of Levinson's theory with women has been criticized because it was developed from research done exclusively on men. Levinson (1978) recognized this as a problem and invited others to test his theory in the study of women's development. Specific concerns about using Levinson's theory in the study of women fall into two categories: (a) women differ from men in their development because they tend to define themselves in the context of human relations and their capacity to care rather than in terms of more external variables like success, money, etc. (Gilligan 1982; Hancock, 1985); and (b) the stage of a woman's development is tied directly to the stage of the family life cycle (Barnett & Baruch, 1978; Ellicott, 1985; Rossi, 1980).

Despite what are considered powerful arguments, the fact that there is not a comprehensive theory of women's development available, limits one's choice. At least 30 research studies were found that used Levinson's theory with women. Most support the general theory with few modifications.

The following summarizes the results of studies done with career women using Levinson's Theory of Adult Development. These studies apply Levinson's theory with specific age groups or apply individual parts of the theory like the Dream, Mentor Relationships, the Nature of the Developmental Changes, etc.

Relating Levinson's Model to Women

During Different Eras

One of the earliest studies which related Levinson's Theory of Adult Development (1978) to women was done by Stewart (1977). Stewart had contact with Levinson and used his work, yet unpublished in total, in her study. Stewart interviewed 11 women between the ages of 31 and 40. The data collection period lasted two years and focused on periods between 18 and 35 in the lives of the women studied. The periods studied were compared to the novice period and

the Beginning of the Formation of the Second Adult Life Structure of Levinson's (1978) theory. Stewart conducted an indepth comparative analysis of the interview data with Levinson's theory for the same period in men, using the constant comparative method of qualitative analysis proposed by Glaser and Strauss (1967). Stewart's findings supported the basic applicability of Levinson's theory to women during the novice phase: (a) women evolved through four age-related, adult developmental periods; and (b) women showed greater variability than men in the accomplishment of certain adult developmental tasks, which seems to be related to whether a woman forms a stable marriage and family life in her 20s, or remains single and/or pursues a career during this decade. In general, Stewart's findings were more consistent with Levinson's in cases where the women did not marry and pursued careers.

Another study, which used Levinson's model with women was done at Boston University by Zubrod in 1980. Zubrod examined women's transition into middle adulthood by interviewing 30 Caucasian women between the ages of 32 and 44. The sample was stratified on the basis of residence in one urban and one rural community. The subjects completed a lifeline construction (a technique for identifying eras and

transitions) and a biographical interview which lasted from two and one half to four hours. Interview questions were planned to help the women to describe themselves as they changed over time, in terms of various facets and commitments.

Zubrod (1980) found that the broad outlines of the developmental periods of early adulthood, including the years from 17 to 40, were generally the same as for Levinson's men. The timing and tasks within the particular eras differed mostly because what constituted a satisfactory life structure differed among the participants. In general, the women's sense of a future was more relational and diffuse than the narrow occupational view of Levinson's men.

A companion study, on a sample which included some career women in another age group at Boston University, was done by Goodman (1980). She obtained empirical data on 30 women ages 45 through 60 about their life structure regarding social milieus, role prescriptions, and perceptions of self. The stratified random sample was drawn from one suburban and one urban/suburban community in a metropolitan area in western Massachusetts. Data were collected by comprehensive interviews, and Goodman developed biographies for each woman. She found little to support the crisis-type

transition which Levinson and his associates reported in their research on men. However, of the 30 women in the sample, 40 percent were full-time homemakers, the other 60 percent were employed full or part-time outside the home but only three identified themselves as career women.

In another study, Cherry (1981) attempted to replicate the groups studied by Levinson et al. (1978). She studied four groups of ten adult women each, representing four occupational groups: Workers, Executives, Professors, and Homemakers in order to gain knowledge about their psychosocial development. Data were collected by interviews which lasted approximately two hours in length. Analysis of the transcribed interviews was accomplished by identifying statements descriptive of the first five developmental periods described by Levinson (1978). Cherry (1981) found that Levinson's sequence of developmental periods and alternating periods of stable and transitional life structure was applicable to the women she studied. The age range of beginning the developmental periods varied from two to ten years. The majority of the women formed Dreams, and were slightly more likely to form an affiliative or relational Dream (like Stewart's women) than they were to form a more individual Dream (like Levinson's men). Cherry found that

mentors were available to these women but not to the same degree for some, as mentors were available for men. Women formed special friendships which developmentally compensated for a lack of mentors. Rather than supporting the woman's Dream, the function of mentors, special men and special friends, was to support a woman's competence, individuality and autonomy (this may have been due to the affiliative nature of the Dream).

Droege (1982) studied the formation of the middle adult life structure in 12 women, nine of whom were career women. She found that the transition from early to middle adulthood within the range of Levinson's eras and that the developmental tasks for mid-life held for women as well as men. The major difference she found between these women and Levinson's men was that they were involved in personalized relational choices to the exclusion of, or in addition to, individualistic pursuits.

In a longitudinal design, Helson et al. (1985) studied the lives of seven women, who at age 42 to 45 were classified by the Sentence Completion Test (Loevinger and Wessler, 1970) at the highest ego levels. These same women were part of a longitudinal study and had participated in a series of previous studies from 1958 to 1985. The Sentence Completion

Test was obtained in the last wave of the study. The data from the seven women identified by the Sentence Completion Test, at the highest ego levels, were collected primarily by open-ended questionnaire. Data were compared to the developmental models of three different theorists: Gilligan, Levinson, and Loevinger. Helson et al. found that Levinson's concept helped to organize the lives of the women studied in a helpful way. They found the "sharpness of life structures and the eventfulness of transitional periods among the seven somewhat surprising, and believed that they may be related to ego development" (p. 266). They also found that the career women fit Levinson's model better than the family women.

Dicicco (1982) was concerned with defining the nature of the developmental changes in the lives of women in the early adult years. She compared the psychosocial development of women who varied in their timing of maternity to see if this had implications for developmental differences. She examined the effect of the timing of maternity on the adult development of women by using semi-structured tape recorded interviews and a biographical questionnaire with two groups of women: (a) 20 "early mothers" who had begun child bearing prior to age 25; and (b) 20 "late mothers" who had

waited to have children until after age 30. Data were analyzed through content analysis looking for evidence of patterns of change through life choices and self reports of attitude and value shifts and personality changes. The data were tabulated and summarized into comparison groups, early and late mothers. Differences between groups were analyzed using chi square. Diccico (1982) found that all subjects experienced a sequence of developmental periods spanning their early adult years. Periods of stability alternated with periods of transition. Overall, Levinson's model was more descriptive of the developmental changes that occurred in the late mothers than in the early mothers.

In another study which used Levinson's model with career men and women between the ages of 24 and 32, Kitchen (1984) sought to describe the adult life cycle, specifically the novice phase. The subjects of this study were graduates of the master's program in college student personnel at Bowling Green State University. Kitchen used a series of statements about each developmental task of the novice phase. Respondents were asked to indicate the extent that the statements were descriptive of their lives. In addition, questions were asked about mentoring, their "Dream," and conflicts related to developmental tasks.

Responses were calculated and reported as percents. The responses between men and women were compared using t-tests; no significant differences were found in the descriptiveness of accomplishment statements for any of the developmental tasks. Males and females had predominantly occupational Dreams which supported Stewart's (1977) notion that occupationally oriented females are better described by Levinson's model than traditional females. Women were just as likely to have a mentor, but more likely to have a female mentor than men. More women experienced conflict among tasks, 69 percent as compared to 57 percent of the men. The tasks in conflict were somewhat different between females and males as well. More conflict was reported between the tasks of Forming an Occupation and Forming Love Relationships, Marriage and Family for females. Males experienced conflict between Forming a Dream and either Forming an Occupation or Forming Love Relationships, Marriage and Family.

Finally, the last study relating Levinson's Theory of Adult Development to women during different eras was done by Kimmelman (1986) on nine adult, never married, professional women ranging in age from 25 to 48. The purpose of this study was to determine if these women described themselves in similar ways to Levinson's (1978) men in terms of their

needs interests, and adult developmental patterns. The grounded theory method of Glaser and Strauss was used in this study. Data were collected through the use of the intensive interview, demographic questionnaire, and the life line. The findings of this study indicated that these women described themselves in terms of their work, their families of origin, and their social relationships. These women felt that the advantages of singleness included psychological and social autonomy as well as financial independence. These women had two-pronged Dreams, with one relational component and one occupational component. Emphasis was placed on the occupational component. Most did not have mentors but did have family role models who were never-married professionals. The majority of the women were achievement oriented.

Two additional studies dealing with identity development in women were done by Cote (1986) and Prager (1986). Cote studied identity formation in university-attending women and postulated four "identity strategies": traditionalism, ambivalent semi-traditionalism, confident semi-traditionalism, and feminism based on Erikson's characterization of female identity formation. Interviews were conducted with 65 female students at a large university.

The Female Identity Strategy Interview (FISI) was used in data collection. The instrument consisted of two sets of questions: (1) probes of respondent's career plans; and (2) exploring expectations and feelings about marriage. A second scale, The Attitudes Toward Women Scale (AWS) was used in the assessment of the construct validity of the FISI. Inter-rater reliability was established at .83. Construct validity of the FISI in terms of its statistical association with AWS had a Cronbach Alpha coefficient of internal consistency of .89 for the sample. Construct validity was also assessed in terms of its association with the age of the respondent, the expectation that older respondents would assume more stable and advanced identity strategies was supported by the ANOVA. Cote thought that there was confusion about Erikson's theory of female identity which stemmed from Erikson's writings about what he "thought" was happening, which had been interpreted as what he thought "ought" to be happening. Cote concluded that Erikson's theory of female identity formation was not well understood and recommended further testing.

Two investigators were specifically interested in the nature of the Dream that the young woman formed during the novice phase. Furst (1983) studied the role of Levinson's

concept of the Dream in woman's early adulthood. Intensive biographical interviews were conducted with eight women between the ages of 34 and 44. Four of the women were employed outside the home and all but one subject held a baccalaureate or higher degree. Furst's study supported Levinson's theory of a universal life cycle with structure building and structure changing periods. Levinson's conclusion that spousal and mentor relationships were influential on Dream development was supported. Stewart's (1977) classification of the Dream as either individualistic or relational proved too limiting. Dreams contained both relational and individualistic concerns. Dreams were not occupational but contained images of a particular life style in which there was more or less emphasis on both relationship and occupation. Furst found that where mentor relationships were not formed, this negatively affected the women's ability to live out the occupational components of the Dream.

In another study of the Dream, Ogilvy (1984) (using the biographical method used by Levinson (1978) in his study of men) studied seven working-class women in an effort to develop the properties of the Dream. Data were analyzed using the constant-comparative method developed by Glaser

and Strauss (1967). The findings supported Levinson's contention that young people form a Dream. The nature of the Dream for these women was as often relational as it was individualistic. Mentorship was involved in this study in the formation of the Dream but not in supporting and facilitating the living out of the Dream. The study also supported the alternating of transitional and stable periods in which the Dream was re-evaluated and new Dreams arose. However, the timing of these periods differed from Levinson's.

Three studies using Levinson's theory (1978) focused on mentoring relationships in career women. Quinn (1980) sought information regarding the influence of male and female mentors on the professional development and personality characteristics of women already established in professional careers. She randomly selected 20 women (psychologists, social workers, and counselors) from professional directory listings. Participation was based on being a member of the preceding fields, willingness to participate, master's degree preparation, and working at least 20 hours a week.

Structured interviews to measure the influence of mentoring on their professional development were used as well

as: (a) the Standard Adjective Q Sort to measure the perceptions of Professional Development held by the women; and (b) the California Psychological Inventory (shortened form) to measure traits of character which arise from interpersonal life, and which should be relevant to the understanding of one's social behavior in any situation or culture. The research supported the developmental sequence of the mentoring relationship for women with male and female mentors as described by Levinson for men. There were no significant differences on professional development or personality characteristics as a result of male vs. female mentoring, except on one personality scale, Dominance. Women with male mentors scored consistently higher. The scale included such traits as assertiveness, persuasiveness, independence, and having leadership potential.

Another study on mentoring was conducted by Missirian (1980) ". . . to examine the prevalence and the process of mentoring in a homogeneous and select group of women at the very top of the organizational hierarchy" (p. 16). A survey was mailed to 87 of the "top one hundred corporate women" identified by Business Week in 1976. Some of those named had not climbed the corporate ladder, but had either inherited their positions from their spouses, or were

entrepreneurs; these women were excluded from the survey. The survey was used as a screening device to identify those who had mentors. Fifteen tape recorded interviews were conducted, each lasting approximately two hours. The interviews were largely unstructured. Data were analyzed by using an Interview Scanning Scheme to identify behaviors, feelings, and perceptions about the mentor and the mentoring relationship. Missirian found the following characteristic elements of mentoring relationships: (a) there was power that the mentor provided in terms of access to resources of all kinds, personal and material; (b) there was a level of identification between the mentor and protege that was greater than any other dyads of supportive relationships; and (c) there was an intensity of emotional involvement which occurred only in true mentoring relationships. One of the greatest limitations of this study was the low response rate to the initial survey (40 percent). Missirian stated in the conclusions that 85 percent of her subjects reported mentoring relationships as compared to a 60 percent response rate of another study done on middle managers. She hypothesized that mentoring may be more common in the upper levels of the organizational hierarchy.

In the third and last study on mentoring, Gordon (1983) sought to identify the importance of mentoring in the individuals' life course. Thirteen female mentees and 11 male mentees who identified themselves as being involved in or who had previously been involved in a mentor relationship in the academic community, were extensively interviewed. Gordon identified the following core conditions for mentor-mentee relationships: (1) One to One Relationship; (2) Environment; (3) Stages; (4) Functions; (5) Roles; (6) Two-Way Trust; (7) Agreement Between Each Other; (8) Timing and Energy Spent; (10) Providing Encouragement, Acceptance, Support, Positive Reinforcement, Permission to Experiment, and Challenges. Overall, Gordon found female and male responses very similar and supportive of the mentoring relationship described by Levinson (1978).

The major limitation of the studies reviewed was their small sample size. However, based on these data, certain trends emerged:

- (1) Levinson's structure building and transitional periods describe the lives of career women quite well.

- (2) Mentoring relationships, as described by Levinson, seem to be part of a career woman's trajectory.
- (3) The Dream formed by career women may be both relational and occupational.

Review of Related Literature

The review of related literature will present data already known about the research question stated on p. 7. The factors that the literature suggest are important in the development of the individual dean and her career, are presented here. These factors relate to the relationships and experiences that were important in career pathways of either successful career women or more specifically, deans.

Early Family Socialization as an Individual and Career Influence

Parental Relationships

Lynn (1974,1981) described the father-daughter relationship as one in which fathers tended to treat their daughters with affection, praise, and attention but did not subject them to the pressure, discipline, and competition that their sons experienced. He also suggested that the

female child lacks assertiveness within the family because she has no need to shift her sexual identification as do her brothers. Chodorow (1974, 1978) discussed the issues in the development of gender identity between males and females as a product of their early socialization, not only as a product of their biology. She proposed that males and females experience their early social environment in different ways. Women, traditionally, have been responsible for early child care. According to Chodorow, girls tend to remain in dyadic relationships with their mothers while mothers experience boys as their opposites and push them to individuate. Chodorow contends that the issues of dependency are experienced by boys and girls in different ways; girls do not depend on individuation from their mothers as necessary to the development of their identity while gender identity for boys is accomplished through separation and individuation. The reader is referred to the earlier discussion of the reformulation of the female identity by Morgan and Farber (1982) that aspiring career women, whose mothers present traditional female models, need to rely on female relationships within their current environments to accomplish these identifications.

The formulations described by Lynn and Chodorow are in sharp contrast to what Hennig and Jardim (1977) found about the early socialization of corporate women. Of the 25 corporate women studied, 20 were eldest or only children. They concluded that position in the family constellation helped these women to develop close relationships with their fathers, thus enabling them to become involved in sports, to acquire a desire to achieve, and the ability to compete (p. 80). Mothers of these women treated them like girls, but their fathers encouraged them to take risks and saw risks as a consequence of judgment based on experience. Their parents' support allowed them the freedom to question rules (p. 92). These results were supported in the study of non-traditional career women (Auster and Auster, 1981; Chusmir, 1983). Both found that the first born effect and parental support of their daughter's career interests were important in their success. These women were oriented toward success, "the drive to achieve, an orientation to task, the desire to be respected for one's abilities, the enjoyment of competition, a capacity to take risks" (p. 92). They were involved in leadership positions in school and social organizations. They found team games important.

In a study (Collins, 1984) of 259 top and middle-level administrators in social work, nursing service administration, and education, 75 percent of the social workers and educators had moderate to high support from their fathers (75.8 percent social work; 79.1 percent education), while nearly half (47.7 percent) of the nurses exhibited low support. More women mentioned mothers as helpful in their careers than fathers; however, no significant relationship was found on this factor.

Sports

Sports as a factor in the socialization of the sexes has been described in a study by Lever (1976). She studied 181 fifth graders. The results of her study suggested that sex roles in our society were reinforced by play and games in which children were involved. According to Lever, boys learn to play with all age groups, and they learn the importance of team effort. In addition, boys games tend to emphasize competition while girls games tend to be less goal directed activity and emphasize cooperation. Boys learn to resolve their difficulties more easily with the help of older boy role models. Older girls, instead, tend to take on the mothering role with their younger followers. It is

Lever's belief that boys improve their competitive abilities and learn teamwork and leadership skills through socially accepted competitive teamwork, and that these skills transfer to non-play situations (pp. 479-484). Diamond (1978) in support of Lever, has stated that:

the basic lessons of sports--goal setting, team effort, playing by the rules, persisting to master the skills necessary to compete, realizing that success is possible and failure can be overcome--have a definite relationship to the skills needed for management and other leadership positions (p. 60).

Hennig and Jardim (1977) found no parallel in the lives of little girls to match the opportunities that boys had in team sports.

Birth Position

Few studies have investigated birth order effects on women. Hennig and Jardim (1977) found that birth position in family was a significant factor in women's socialization because it allowed for a close relationship with their father. Eckstein (1978) investigated the possible differences in birth order between women elected to leadership or popularity roles in a college environment that involved expanding leadership opportunities for women students. College annuals were used to determine the women

who were campus leaders and most popular. These college alumni were canvassed to determine their ordinal position in family: (a) oldest, including only children; (b) middle, having older and younger siblings; or (c) youngest, only older siblings. The population of all students (N=2825) consisted of 26 percent oldest, 33 percent middle, and 39 percent youngest child. The sample of chosen women consisted of 289 students from leadership categories and 120 popularity selections (total N=409). The results of this study indicated that first borns were significantly over-chosen for leadership and popularity positions (40 percent vs. 26 percent). Youngest females were under-chosen for these positions (23 percent vs. 39 percent) and no significant differences were found in middle children. The book Birthorder by Ernst and Angst (1983) contained research on birth order conducted between 1946 and 1980. Studies reviewed were separated into Self-Report Scales, Teacher's and Peers' Ratings and Real-Life Situations. Only two of the studies related to women and leadership (Dagenais, 1979; Sandler & Scalia, 1975). Sandler and Scalia (1975) investigated the relationship between birth order, sex, and leadership in 295 members of a religious organization. They found that leadership positions were not related to birth order in

males, while female first borns were more likely to serve as organization officers. Ernst and Angst (1983) stated that their results may be due to lack of control of social class, number of siblings, and age in females. Dagenais (1979) studied nurses' birth rank in relation to preferred type of leadership style. There was no difference in preference based on birth rank. All birth order studies were severely criticized by Ernst and Angst (1983). They stated that much of the research on birth order ". . . is a sheer waste of time and money because of its poor quality, lack of control of variables, etc." (p. xi). The authors urge that if birth order research is to continue, "coherent theories must be formulated and explicit hypotheses derived" (p. 81).

Age As A Career Influence

The chronological age of the dean is viewed as an indicator of the kind of early socialization she likely experienced and the values and norms that she internalized. Rossi (1983) discussed the impact that growing up in the depression years, or growing up in a family that had experienced the depression, had on women. Rossi (1980) noted that all social science research done on middle-aged adults in the last decade (men and women) has been

exclusively on people born in the early 1920s and early 1930s. Age also gives insight into a kind of early professional socialization that a dean was likely to experience in her first educational program.

In the pre-World War II era, nurses' roles and education reinforced the traditional sex oriented socialization of nurses. Nursing's development as a profession has closely paralleled the place of women in society. It is therefore reasonable to assume that present deans whose early professional education occurred post-World War II may show differences in their perception of which events in their career pathways were significant. Lewis (1981) studied 112 deans of nursing programs to identify their perception of their power and the relationship of three factors in pre-decanal socialization--age, education, and role preparation. Age, in her study, was viewed as an index of the social milieu in which the dean was socialized as both a woman and a professional. Her finding related to age was that it had no significant impact on the dean's perception of her role power. Perhaps women who become deans surpass their sex role socialization because other factors in their lives or their career counterbalance these stereotypes.

In a national study of 1,293 deans, Moore (1983) found that the largest group (40.2 percent) were in the 50-59 age group. Moore found that 13.6 percent of the deans were women and that the largest group of female deans are undergraduate professional school deans (N=47). In another study of 465 deans and former deans of nursing programs, Johnson (1983) found that 68 percent of the deans were between 40 and 65.

Studying women in different age cohorts seems appropriate to the this study, based on the foregoing discussion.

Education as a Career Influence

Diamond (1978) pointed out that an education gives women the "legitimacy needed for security--one of the requirements for leadership" (p. 62). In describing her rise to success as Secretary of State in California, March Fong Eu (1978) stated that, if she were to pick out one factor leading to her relative success, it would be her education. She said, "My desire to change my living circumstances motivated my desire for education and to succeed" (p. 63). Education is a necessary prerequisite for the dean's position. Johnson (1983) found that 81.3 percent of the deans 55 or older had earned doctorates.

There is little agreement in either the nursing or general literature on the deanship regarding the best educational preparation for the role. Moore (1983) found the Ph.D. to be the most common doctorate (68.2 percent) among the deans studied; next was the Ed.D., with 19.5 percent of the deans holding this degree. Hall, Mitsunga, and deTornyay (1983) replicated an earlier study of deans (1970). Of the 131 deans surveyed, they found the most popular degrees received by those in their sample were education and administration. Johnson (1983) found diversity in preparation among deans, with the majority holding non-nursing doctorates. In addition, there was little consensus among the respondents as to which type of doctoral preparation was most appropriate.

Previous Employment as a Career Influence

Gould's (1964) examination of the dean's perception of desirable preparatory experiences revealed that professional experience (faculty, committee, etc.), particularly the chairmanship, was desirable. Moore (1983) found 39.4 percent of her sample of deans moved directly from faculty to deans' positions with 27.5 percent moving up the hierarchy from faculty to chairman to dean. This pattern was true of men and women in academia and is in contrast to climbing the

career ladder in the corporate world for both sexes, where individuals move up each rung of the ladder. Johnson (1983) found that 64 percent of the nursing deans she studied recommended administration or administration and teaching in a school of nursing as the best preparation for becoming a dean.

Role Models and Mentors as Career Influence

One way for leaders to develop is by following the example of someone they wish to emulate (Diamond, 1978). According to Bolton (1980) "Theories of career development emphasize the importance of role modeling in determining occupational choice" (p. 197). Identification with parents and modeling of various occupational roles are thought to be one of the major elements in occupational choice (Bolton, 1980). Finding role models in business has been difficult because there are few women in leadership positions (Bolton, 1980). Another way for leaders to develop is under the guidance of successful leaders. Sheehy (1976) stated that the women she studied who were recognized in their careers had almost, without exception, been nurtured by a mentor. For most of the women in Hennig and Jardim's study (1977), the mentor had changed from their father to their bosses.

Moore (1982) studied mentor-protégé relationships of leaders in academia and found that most often the mentor was the person who supervised the leader in their first administrative position. She identified three stages through which the mentoring relationship progresses: (1) the performance of an important visible task on the part of the mentee, functioning on a faculty committee and making a unique contribution; (2) additional "tests" are constructed by the mentor or they naturally occur as protégé carries out his/her responsibilities (This phase doesn't last long as the mentor makes his/her decision about the mentee quickly), and (3) the third phase begins when the mentor chooses the protégé to work closely with him or her. The protégé feels chosen and is put to work. The work, according to Moore, takes many forms, depending on the abilities and values of both mentor and protégé.

Vance (1982) defined a mentor as "someone who serves as a career role model and who actively advises, guides, and promotes another's career and training" (p. 10). Moore (1983) defined a mentor relationship as "...a long-term, professionally centered relationship between two individuals in which the more experienced individual, the mentor, advises and assists in any number of way the career of the

less experienced, often younger, protege" (p. 47). Bolton (1980) in her discussion of modeling influences on career development, identifies the mentor as a more specific form of career modeling (p. 198). In their discussion of the development of young scholars, May, Meleis, and Winstead-Fry (1982) state: "Mentorship includes role modeling, which in turn provides opportunities for role clarification and role rehearsal" (p. 24). Levinson's view of mentoring has been discussed earlier in this chapter. In the foregoing definitions, commonalities exist, as do differences, and mentoring has become a buzz word over the last decade. A major problem is that there is no one accepted definition of mentorship (Bowen, 1986). Riley and Wrench (1985), in their study of mentoring in 171 female attorneys, sought to clarify the definition of mentoring and to identify if "true mentoring" existed in those women who perceived themselves as successful and satisfied with their careers. These researchers developed a Career Support Scale from six empirical studies and three theoretical views of mentoring. Subjects were asked to list up to five individuals who they felt had played a positive role in the development of their career. The subjects rated each individual on the Career Support Subscales: (1) Provisions - mentor actively

performs a wide range of functions for the mentee; (2) Emotion - refers to the degree of emotional involvement between the participants; (3) Self-Concept - mentor facilitates development of the mentee's personal and professional self-concept; and (4) Resources - mentor has higher status than the mentee (e.g., access to resources). The individual behaviors on each scale were ranked with one meaning "not at all" and five meaning "very descriptive." The criterion for being "truly mentored" was a 3.5. Items on the scale were included to measure perceived success and satisfaction. Riley and Wrench (1985) found that only 35 percent of their subjects met the criterion for being "truly mentored." About 82 percent of the mentored women had at least one male mentor, while only 30 percent had at least one female mentor. Only 28 percent of the mentored women had more than one mentor. Riley and Wrench (1985) included a broader and looser definition of mentoring at the end of their scale to determine if the problem that they perceived in reference to definitions of mentoring was valid. The question was:

Individuals who take a personal interest in helping a less experienced person advance in their career have been called 'mentors.' Mentors 'teach the ropes' of a profession, act as sponsors and guides for the mentee, and serve as role models. Have you ever had a mentor? (p. 384).

In response to this question, 67 percent of the subjects said they had one or more mentors. The difference in definition made a tremendous difference in the respondents answers. Those women whose mentoring relationships met the strict criteria did report themselves as significantly more successful and satisfied than those whose relationships did not meet the criterion. So then, how do we distinguish mentoring relationships from non-mentoring relationships? Vance (1982) suggested that we look at the characteristics and functions of the relationship, "particularly its long term nature and its emotional exchange elements" (p. 12). May, Meleis, and Winstead-Fry (1982) specify the characteristics of the mentor as one who has both the educational experience relevant to the novice's area of interest and the personal characteristics to enhance the mentorship.

Despite the confusing views of mentoring which may exist, mentorship appears to be an influential factor in the preparation for the academic and nursing deanship.

Moore (1983) found that 65.3 percent of female deans and 54.6 percent of male deans experienced a mentoring relationship that they believed was significant in their preparation for the deanship. More than one half of these had just one mentor.

Chamings and Brown (1984) have recommended that "aspiring deans should attempt to develop mentor/mentee relationships with successful nursing deans across the country" (p. 91).

Lewis (1981) found that nursing deans identified peers and colleagues (65.9 percent), former professors (47.7 percent) and the guidance of a particular role model/mentor (45.4 percent) as the most influential factors in their decision to enter academic administration.

In summary, the review of the related literature on Early Family Socialization, Age, Educational Preparation, Previous Employment, and Role Models and Mentors as Career Influences, reveals:

1. Early family socialization factors have had a significant impact on female leaders in business (little is known about the early socialization of deans of nursing programs);

2. Most literature supports teaching and some form of administrative experience as important factors in the deans career path (the qualitative aspects of these experiences seem undocumented); and
3. Mentoring appears to be a significant factor in the career success and satisfaction of women (there appears to be some confusion about the nature and definition of these relationships and how common they are in the career paths of nursing deans).

Significance of this Study

Deans of Nursing Programs are important to the success of their units, particularly now as we face decreasing enrollments in nursing programs and shortages in practice arenas.

This study seeks to go beyond the current knowledge of the career paths of women in nursing who become deans by seeking to: (a) determine if the early socialization of deans parallels what is known about corporate women; (b) determine the ways in which educational and administrative experiences are important in the deans' career paths; (c)

determine if mentoring, as defined in literature, is descriptive of deans' experiences; and (d) determine if the Erikson-Levinson Developmental Model used to guide this inquiry explains the deans' life/career experiences and relationships.

Deans will help to shape the future of nursing. Aspiring deans need insights into the characteristics and competencies needed for the dean's position and how to develop these characteristics and competencies.

The results of this study will be used to assist parents, educators, and aspiring deans in their attempts to prepare themselves or others for a leadership position in higher education administration.

Limitations

Due to the small sample size, this study cannot be generalized beyond the sample. However, the reader should note that the demographic characteristics of the deans studied are quite similar to the demographic characteristics of the population of deans (Chapter 2).

Subjectivity in interpretation of the data is inevitable. However, multiple feedback from committee members, as well as the documentation of the researcher's

thoughts and feelings in field notes, have been used to minimize subjectivity.

Inability to promise anonymity in the publication of results may have affected the depth of the dean's responses. The deans in this study are well known and it is possible that the data in their life histories might be identifying, although all attempts to disguise their identity were made. (Looking retrospectively, this seems somewhat of a non-issue. Several deans commented on the fact that when they received their life histories to review, they were surprised at how much they had shared. Several deans, whom I have met subsequent to the interviews, have introduced me to colleagues and commented that they had participated in my study.)

The use of a retrospective design is a limitation. Memory lapse may occur and recent events may seem more important than distant events. Participants may recast distant events as their perspective changes with age. One of the older deans did seem to have some difficulty remembering details but others in the same age cohort were wonderfully descriptive historians. The recasting of events was taken care of to some degree by the use of multiple methods to increase the validity of the interview data.

Self selection of the sub-sample may have introduced bias into the sub-sample. All deans who volunteered were not interviewed, however. In retrospect, it is hard to believe that the deans interviewed were truly different than others surveyed who did not volunteer to be interviewed. Most stated that they had agreed to the interview because they wanted to support research or felt it was important to support doctoral students' research because they headed nursing programs in which doctoral programs existed.

CHAPTER 2

METHODOLOGY

Introduction

This section describes the methods that have been used in this study. Specifically, it describes the research design and the methods for selecting the sample, collecting the data, analyzing the data, and discusses reliability and validity of the study results.

Research Design

The purpose of this study was to describe and understand, through the lens of developmental theory, dean's perspectives on the people, relationships, events, and experiences that were important in their life/career pathways to the nursing deanship. Accordingly, the research design was naturalistic, and was aimed at discovering developmental phenomena as manifested in the deans' lives. The design was also retrospective in the sense that present deans were asked to recall what was important in their pasts.

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Qualitative research has become increasingly more accepted in the nursing and education literature. However, a criticism of qualitative research is its "scientific adequacy" or reliability and validity (Rist, 1982; Sandelowski, 1986). Reliability in a quantitative research sense refers to the consistency, stability, and dependability of a measure or measurement procedure, and is a necessary condition for validity. The qualitative approach often emphasizes the uniqueness of the human situation and the importance of experiences not accessible "to validation through the senses" (Sandelowski, p. 33). According to Eisenhart (in press) both internal and external reliability have historically been a problem in qualitative research (p. 18).

Guba and Lincoln (1981) discussed one measure of internal reliability in qualitative studies--the consistency with which research decisions and interpretations can be made. They suggest that the reader be able to follow the "decision trail" used by the investigator through the course

of the study and arrive at comparable (i.e., "consistent") conclusions. Chapter 3 describes the qualitative data which supports the investigator's findings. From these materials, readers should be able to draw their own conclusions.

Eisenhart (in press) and Goetz and Le Compte (1984) recommend that qualitative research can and should be made replicable if researchers carefully and thoroughly describe:

- (1) the choice and use of settings and people in the study;
- (2) the social conditions under which the study takes place;
- (3) the role and status of the researcher(s) in the study;
- (4) the theoretical or analytic constructs used to guide data collection or analysis; and
- (5) the data collection and analysis procedures used.

An attempt has been made to carefully describe most of these areas in this study.

Validity

According to Eisenhart (in press), the nature of ethnography makes it potentially strong in validity, particularly internal validity. According to Goetz and Le Compte (1984), validity involves ". . . matching scientific explanations of the world with its actual conditions . . ." (p. 220). Three major concerns related to validity are with assumptions, data collection, and analytical procedures. Assumptions, according to Kaplan (1964), are "propositions not put forward as assertions", but "an assumption is affirmed only so as to test its consequences. . ." "Often what are called 'models' consist largely of assumptions in this sense" (p. 88). In this study a developmental model guided the inquiry based upon theories defined by Erikson (1968), Levinson (1978) and Morgan and Farber (1982). Both Erikson's (1968) and Levinson's (1978) theories are generally well accepted in literature.

The second concern of validity is the data collection procedures. In this study the survey questionnaire and life history interview protocol were pilot tested. Adjustments were made in the questions based on feedback of the advisory committee who supervised the conduct of the study.

There is also the problem of reactive effects in collecting qualitative data through interviews and observations. According to Denzin (1978), "all methods that involve direct observation and interviewing have the problem of reactivity, which arises from the investigator's presence (p. 303).

One way that the researcher minimized reactive effects was through the use of multiple interviews and spending time with each participant thereby developing a comfortable rapport. In some instances, this warm-up period took as long as an hour. In one situation, the dean interviewed the researcher a long time before the interview for this study began. She seemed to need to know the researcher as a person before she was willing to share with her the personal details of her life. This seemed perfectly reasonable and the researcher attempted to respond by sharing some of her self in an open, honest manner.

Skills in listening and responding are an important prerequisite to the conduct of this type of study. The researcher had a background in therapeutic interviewing from a master's degree in psychiatric-mental health nursing and 20 years of clinical practice.

A third concern related to validity is that of analytical procedures. In this study, methods of data analysis described by Spradley (1979) were systematically applied to the interview and curriculum vitae data in an attempt to verify the major domains, taxonomies, and themes.

In qualitative research, the participant may be considered the co-researcher in the investigation. In this study an overview of the domains, taxonomies, and life/career themes which emerged from their data were shared with the informants during follow-up interviews.

Denzin (1978) and Miles and Huberman (1984) suggest that this is a tactic for confirming findings. Miles and Huberman (1984) refer to this as a "venerated" practice in qualitative research and suggest that this practice be conducted after the final analysis has been completed (p. 242). This was done in the present study.

Several deans commented in surprise when they realized the personal information that they had shared with the researcher, providing support for the data collection and analysis. It is likely that the participants were more open because they were assured that they would have the opportunity to see both the data and an overview of the findings as part of the verification process. Only one dean

requested that information she furnished in the form of a comment concerning a friend be omitted. This omission did not appear to affect the data analysis.

Population

The population of concern for this study was 372 (1987) deans of National League for Nursing accredited, four year generic baccalaureate and higher degree programs in the United States. The programs that these deans manage usually have undergraduate enrollments from 15 to 1,771 students (excluding the New York State Regents External degree Nursing Program). Of the 372 deans, 170 head programs offering master's degrees in clinical nursing and/or administration and education. Of these 170 deans, 32 head doctoral programs, also. Deans are most likely to head publically supported (202) as opposed to privately supported programs, private-religions (125), private-secular (45). The majority of the deans of nursing programs hold Ph.D.s (195) as opposed to 96 with Ed.D.s, 6 with D.N.S., 13 with D.N.Sc. and 2 with D.P.H. degrees. There are 45 deans with master's degrees and 4 deans listed no degree (Redmond & Amos, 1987).

Sample

The sample was drawn in two stages from the population. In the first, 25 of the top schools of nursing became one category and were identified by using the following two surveys: (1) a survey of deans and nurse researchers in which they ranked their perceptions of the top schools of nursing in the country (Chamings, 1984); and (2) a list of the top schools of nursing based on faculty publication productivity in thirteen nursing journals (Hayter, 1982). The two lists were merged and 25 schools were identified by including numbers 1 to 25 in that category. The deans of these schools became part of the sample. Next, deans from a more accessible population (Pennsylvania, Maryland, District of Columbia, and Virginia) who had similar personal and professional characteristics and who came from similar institutions were identified. There were 28 deans in this category which made the sample size 53 (see Table 1 for the Sample).

These 53 deans were surveyed to determine their demographic characteristics, the general characteristics of their life/career experiences and relationships, and their willingness to participate in the life history interview part of the study.

Table 1. Sample for the Study

No.	Age	Degree	Type of Institution	Size of Under Grad Prog.	Masters Program	Doct. Prog.
42	56-60	Ph.D.	Private-Secular	663	Yes	Yes
46	51-55	Ed.D.	Private-Secular	100	Yes	No
47	66	Ed.D.	Private-Secular	255	No	No
52	30	Ed.D.	Private-Religious	90	No	No
28	61-65	Ed.D.	Public	1050	Yes	Yes
50	N/A	Ph.D.	Private-Religious	180	No	No
45	51-55	Ph.D.	Public	499	Yes	Yes
40	56-60	Ed.D.	Public	201	No	No
34	56-60	Ed.D.	Private-Religious	300	Yes	No
13	51-55	Ph.D.	Private-Religious	396	No	No
29	46-50	Ph.D.	Public	697	Yes	Yes
35	56-60	Ph.D.	Public	343	Yes	Yes
21	41-45	Ph.D.	Public	454	Yes	No
11	51-55	Ed.D.	Private-Secular	467	Yes	Yes
10	61-65	Ph.D.	Public	160	No	No
51	46-50	Ph.D.	Private-Religious	279	Yes	Yes
18	51-55	MSN/MA	Private-Religious	150	No	No
25	41-45	Ph.D.	Public	244	Yes	Yes
31	56-60	Ed.D.	Public	221	No	No

(table continues)

Table 1. Sample for the Study (Continued)

No.	Age	Degree	Type of Institution	Size of Under Grad Prog	Masters Program	Doct. Prog.
48	46-50	Ph.D.	Private-Religious	189	Yes	No
16	41-45	DSN	Private-Religious	78	No	No
14	61-65	Ed.D.	Public	68	No	No
6	41-45	Ph.D.	Private-Secular	192	Yes	Yes
36	56-60	Ed.D.	Public	350	Yes	Yes
53	61-65	Ph.D.	Private-Secular	255	Yes	No
12	41-45	Ed.D.	Private-Religious	600	Yes	No
22	51-55	Ph.D.	Public	621	Yes	Yes
17	51-55	D.N.Sc.	Private-Secular	350	No	No
23	51-55	Ed.D	Public	17	No	No

Of the 53 deans, 29 responded to the survey, 16 in the first mailing and 13 in the follow-up mailing (Appendix F). Of the 29 deans who responded, 13 deans expressed a willingness to be interviewed. A judgment sub-sample of six were selected based on the following characteristics: the first three to respond in each category that represented different age cohorts (40, 50, 60) and different organizations (private, public).

Judgmental sampling is described by Eisenhart (1985) as an appropriate method of sampling when it is desirable to follow a few individuals closely and when it is impossible to follow everyone. Judgments were made about certain contrasts while others happened naturally.

Judgment was made that there might be differences in the life/career experiences of deans who ultimately chose to manage a private versus a public institution. Therefore, in each category, deans were selected from both public and private institutions. Another planned personal contrast within each category was the dean's age. One dean in the following age cohorts 40s, 50s, and 60s, was selected in each category. No dean was over 63 at the time of the interview. Again, an assumption was that the early socialization, education, and career experiences might have been

different in relation to age and age was a planned contrast. Within the sub-sample (see Table 2) there were individual unplanned variations among deans--three had doctoral degrees in nursing or nursing education, and three had doctoral degrees in higher education or administration. There was one dean from a religiously affiliated school. One dean represented an ethnic minority and was responsible for a predominantly black school and three deans were Fellows in the American Academy of Nursing. Deans were selected that reflected as many contrasts as possible so that life/career patterns that emerged as common might have more validity.

Data Collection Methods

The data collection methods for this study included a survey questionnaire, a protocol for life history interviews, a document search of curriculum vitae, and the investigator's introspections (as recorded in the field notes). Data were collected over a two year period from Spring of 1985 through Spring of 1987 and is reported in Chapter 3. This section discusses the methods used including the procedures for pilot testing the survey questionnaire and the life history interview.

Table 2. Sub-Sample for the Study

No.	Age	Degree	Type of Institution	Size of Under Grad Prog	Masters Program	Doct. Prog.
1	41-45	Ph.D.	Private-Secular	192	Yes	Yes
2	41-45	Ed.D.	Private-Religious	600	Yes	No
3	56-60	Ed.D.	Public	350	Yes	Yes
4	51-55	Ph.D.	Public	621	Yes	Yes
5	61-65	Ed.D.	Public	68	No	No
6	61-65	Ph.D.	Private-Secular	255	Yes	No

Survey Questionnaire

A short survey questionnaire was developed to obtain a general picture of the demographic, personal, and professional factors that the sample of 53 deans felt were important in their life/career pathways. First, the survey questionnaire was field tested for clarity on six female nursing education administrators who were not part of the sample and was revised based on their feedback. The revised questionnaire included questions related to those factors that have been suggested as contributing to educational and career choices: socialization, role models, mentors, education, occupational experiences and personal qualities.

Next, the survey questionnaire was mailed to the 53 deans who comprised the sample. In the cover letter (Appendix A) participants were asked to complete the survey questionnaire (Appendix B) and the survey informed consent form (Appendix C) and to return them in enclosed, stamped, separate envelopes.

At the same time, the 53 deans were asked to indicate their willingness to participate in the life history interviews by completing the Life History Interview Informed Consent form (Appendix D) and return it in the envelope provided for that purpose.

Life History Interviews

Life history interviews were used to obtain indepth information about the sub-sample's perspectives on the life and career experiences and relationships that were important in their pathway to the nursing deanship. According to Denzin (1978), "The life history presents the experiences and definitions held by one person, one group, or one organization as this person, group, or organization interprets those experiences" (p. 215). The life history allows the participant to present themselves, their actions, and the reason for their actions in their own words and expressed their particular viewpoint (Denzin, 1978, p. 215; Plath, 1980, p. 30; Rist, 1982, p. 444; Leininger, 1985, p. 119). According to Eisenhart (1985), ". . . when the primary purpose is to discover, rather than validate, the patterns in a process as it naturally occurs and is understood, the information provided in life histories is appropriate and useful" (p. 252).

Pilot Study of Life History Interview

One life history interview was pilot tested with an assistant dean of a professional studies non-nursing unit. The purpose of the pilot study was to refine the interview

protocol and the type of questions asked to ascertain their effectiveness in securing the data necessary. In addition, conducting the interview helped to validate the amount of time necessary to do the life review. The tape of the interview was reviewed by two members of the interviewer's doctoral committee, who made recommendations about the sequencing of questions.

Life History Interviews

With one exception, the life history interviews were conducted in two, two-hour interview sessions. One dean requested that the interview be conducted in one four-hour session as this better fit her schedule.

The interview format was developed according to the guidelines of Spradley (1979). Three types of questions were asked: descriptive, structural, and contrast questions.

The interview protocol (Appendix E) began with general descriptive, open-ended questions designed to encourage the participant to discuss her circumstances in her own words, as she understood them. For example, "Would you share with me the special events and experiences during childhood that you think were important to your choice of the deanship?"

The descriptive questions were used to elicit "domains" of relevance to the deans. A domain is a category which represents a unit of meaning to the participant. It consists of a "cover term," "included term," and a "semantic relationship."

The "cover terms" are the broad, general categories of meaning in the data. Cover terms in this study were defined by the categories identified in the literature as relevant: significant others, educational experiences, occupational experiences, and personal events.

The "included terms" are the small categories of data, represented in the participants' own words, and subsumed under each of the "cover terms" by a "semantic relationship" (see Table 3 for an example of a domain).

A "semantic relationship" links or connects the "cover terms" and the "included terms." Spradley (1979) argues that there are nine universal semantic relationships that should be considered as the researcher begins analyzing the cultural domains. In this study, two (of the nine) semantic relationships were relevant to the interview data and the research questions: "strict inclusion" (i.e., X is a kind of Y) and "attribution" (i.e., X is an attribute of Y).

Table 3. Domain Analysis

Cover Term: Significant Others

Semantic Relationship: is a kind of

Included Terms:

Mother who took me everywhere
Father who taught me to bat
Neighbor who was a business woman
High school teacher who took me to New York City
Colleague in diploma school remained friends
Doctor in charge of mobil hospital
Husband who walked the school halls to protect
the children
Supervisor of thesis who spent a lot of time
with me
P.E. teacher and coach of the Basketball team
Neighborhood children who spent time in each
other's homes
Friends in high school were a clique who had
influence in that school
Assistant Dean of Students was a sharp cookie
"Women who work"
Dean of my graduate program who had similar
values

(table continues)

Table 3. Domain Analysis (Continued)

Cover Term: Significant Others

Semantic Relationship: is a kind of

Included Terms:

President of the university who encouraged graduate study

Husband who took the kids to the Smithsonian during dissertation

Colleagues in graduate school who became long term friends

Deans of the undergraduate program who recognized my potential

School nurse, teachers in high school whom I helped

Kids included in decision to take dean's job

Elementary school teachers who had good old fashioned values

Spent a lot of time with Miss _____, our neighbor who was a post mistress

Liked the people in the hospital when my mother was sick

Friend who was a student in the diploma program

Acquaintance I met on the bus who was a nursing student

School nurses who I admired

A structural question is formed by pairing a semantic relationship of a domain with a cover term and is a way to elicit additional information about a topic mentioned in response to a descriptive question. For example, if a dean mentioned playing baseball with her father as a special event of her childhood, the researcher could follow up with the structural question, "What are all the kinds of things you did with your father?" (semantic relationship = strict inclusion; included term = father). The third type of question, contrast questions, attempts to determine components that distinguish items within the same domain or across domains. For example, "What were the differences in the kinds of things that you did with your father as compared to those that you did with your mother?"

After the life history interviews were completed, the life histories were rewritten and typed, chiefly in the dean's own words, from a developmental perspective. The life histories were returned to the deans by mail. The deans were asked to review the life histories for accuracy in preparation for the follow-up interview. The deans received the life histories from six to nine months after the second interview.

The third, or follow-up interview was conducted with participants 12 months after the initial interview. These interviews could not be scheduled until the data analysis was completed. The interviews were conducted in the dean's office, their home, or in one case, the dean's hotel room. The purposes of the follow-up interviews were as follows:

1. To determine the accuracy of the life history as written;
2. To ask further questions that had been raised during the data analysis; and
3. To determine agreement on the life/career patterns identified in the life history data.

Documents

Curriculum vitae were used as a third source of data. These documents were used both as a source of information and to provide a check on the sequence of educational and career events and place them in an appropriate chronology.

Additional information obtained from the curriculum vitae included sources of financial aid, honors, publications, etc.

Field Notes

Field notes were recorded throughout the data collection period. The field notes contained a description of the setting, as well as appearance, clothing, and the researcher's impressions of the participant. The notes described the reactions and feelings of the interviewer about the interview process. Some of these entries dealt with feelings of discomfort related to interviewing women of the dean's status, fear of making mistakes and appearing foolish, times that the interview had gone well, or poorly and some hypothesizing about why that might be and how the interviewer could improve the next time. Questions about the progress of the data collection were detailed in the field notes, to be raised later with dissertation committee members. During the analyses and writing, these notes were used to recall the context in which certain comments were made and helped the researcher to "recapture" the feeling of the situation. The field notes were recorded on separate cassette tapes and transcribed with interviews. The date, time, name of interviewee were recorded.

Data Analysis

Established ethnographic procedures of domain, taxonomic, componential, and thematic analyses as described by Spradley (1979) were applied to the interview and document data. These procedures are particularly appropriate to the analysis of open-ended interview data (Eisenhart, 1985).

Domain Analysis

The data from the life histories, field notes, and curriculum vitae were first organized according to domain. As mentioned earlier, the domain consists of a "cover term," "included term," and a "semantic relationship" which links them together. Domains may be identified from the research questions which guide the inquiry and/or they may emerge from the data during the analysis.

Domain lists that were compiled for this study were derived from the research questions and, thereby, the previous literature. These domains were: kinds of family experiences, attributes of family relationships, kinds of role modeling experiences, attributes of role modeling, kinds of mentoring experiences, attributes of mentoring experiences, kinds of educational experiences, attributes of

educational experiences, kinds of occupational experiences, attributes of occupational experiences, kinds of personal characteristics, and attributes of personal characteristics. As the study progressed, the original domains took on meanings specific to the sub-sample and were modified, rearranged, and relabeled to best reflect the participants' view points. The eight major domains which eventually developed from the analysis were: kinds of significant others, attributes of relationships with significant others, kinds of educational experiences, attributes of educational experiences, kinds of occupational experiences, attributes of occupational experiences, and kinds of personal events and attributes of personal events.

The data were reviewed and a list of included terms for each semantic relationship in the domain was made. Table 3 gives a format displaying the result of a domain analyses (p. 90). The "cover term" for this domain is "significant others" and there are examples of "included terms" (not all inclusive). The "included terms" are linked to the "cover term" by the "semantic relationship" of strict inclusion (i.e., X is a kind of Y).

Taxonomic Analysis

When the domain lists were completed, categories or taxonomies of the included items were identified by searching for similarities between the items identified in each domain list. This is done by asking the question, what is similar about the items in this list? In conducting the taxonomic analysis for this study, the "included terms" of each domain were organized into categories based on their similarities. For example, the 26 "included terms" in Table 4 were organized into the taxonomies of family, school related significant others, personal friends, professional friends and colleagues and persons linked to career choice. Sub-domains of the taxonomies were also identified, where possible. Table 4 displays the data in a taxonomic analysis.

The domain and taxonomic analyses focus on single domains. They identify units of organization (domains) and the relationships among the items (taxonomies) within each unit.

Table 4. Taxonomy Analysis of Kinds of Significant Others

FAMILY

Sub-domain 1
Family of Origin

Mother who took me everywhere

Father who taught me to bat

Sub-domain 2
Family of Procreation

Husband walked the school halls to protect the children

Husband who took the kids to the Smithsonian during
dissertation

Kids included in decision to take dean's job

SCHOOL RELATED SIGNIFICANT OTHERS

Sub-domain 1
Teachers

High school teacher who took me to New York City

Elementary school teachers who had good old fashioned
values

P.E. teacher and coach of the basketball team to whom
I got close

Sub-domain 2
Advisors

Dean of the undergraduate program who recognized my
potential

(table continues)

Table 4. Taxonomy Analysis of Kinds of Significant Others
(Continued)

Sub-domain 2 (Continued)
Advisors

Supervisor of thesis who spent a lot of time with me

Dean of my graduate program who shared common beliefs
and values

Sub-domain 3
Nurses

School nurse teachers in high school whom I helped

PERSONAL FRIENDS

Sub-domain 1
Occupationally-related Friends

Doctor in charge of mobil hospital

President of the university encouraged graduate study

Assistant dean of students was a sharp cookie

Sub-domain 2
Neighbors

Women who work

Neighbor was a business woman

Spent a lot of time with Miss _____, our neighbor, who
was a post mistress

(table continues)

Table 4. Taxonomy Analysis of Kinds of Significant Others
(Continued)

Sub-domain 3
Friends

Friends in high school were a clique who had influence
in that school

Neighborhood children who spent time in each other's
homes

PROFESSIONAL FRIENDS AND COLLEAGUES

Colleagues in diploma school remained friends

Colleagues in graduate school became long term friends

PERSONS LINKED TO CAREER CHOICE

Liked the people in the hospital when my mother was
sick

Friend who was a student in the diploma program

Acquaintance I met on the bus who was a nursing student

School nurses who I admired

Componential Analysis

The third step in ethnographic analysis according to Spradley (1979) is componential analyses. In componential analysis, "components" or "dimensions of contrast" which differentiate the items of domains are examined.

The componential analysis is done by asking questions about differences between items within and across taxonomies. The differences addressed in this study were associated with the developmental periods. For example, during what developmental period were relationships with female neighbors important? Table 5 gives a format for displaying the results of a componential analysis. The dimensions of contrast used were the developmental stages and are listed across the top of the chart while the "included terms" are displayed in the left column.

Thematic Analysis

The final step of the ethnographic analysis is the uncovering of cultural themes. Themes are conceptualizations which connect the domains (Parse, Coyne and Smith, 1985). According to Spradley (1979) themes are "cognitive principles," and are "tacit or explicit" and "connect subsystems of a culture." The three previous steps in the

Table 5. Componential Analysis of Significant Others

Taxonomies and Sub-Categories	Dimensions of Contrast							
	CH	AD	EAT	FALS	ATT	SALS	MLT	EMA
FAMILY								
Family of Origin	x	x						
Family of Procreation					x	x	x	x
SCHOOL RELATED SIGNIFICANT OTHERS								
Teachers	x	x	x	x	x	x	x	
Advisors			x	x	x	x		
Nurses		x						
PERSONAL FRIENDS								
Occupational Related Friends				x	x			
Neighbors	x	x						
Friends	x	x						

(table continues)

Table 5. Componential Analysis of Significant Others (Continued)

Taxonomies and Sub-Categories	Dimensions of Contrast							
	CH	AD	EAT	FALS	ATT	SALS	MLT	EMA

PROFESSIONAL COLLEAGUES

Colleagues in
Diploma School

x

Colleagues in
Graduate School

x

x

x

x

x

- Legend:
- CH = Childhood
 - AD = Adolescence
 - EAT = Early Adult Transition
 - FALS = First Adult Life Structure
 - ATT = Age Thirty Transition
 - SALS = Second Adult Life Structure
 - MLT = Mid-Life Transition
 - EMA = Entering Middle Adulthood

analysis allowed for a detailed analysis of the life-career relationships and experiences which were important in dean's pathways to the deanships. Themes are discovered through a process of synthesis which identifies the general patterns that are contained in the data analyzed. Spradley (1979) suggests that themes can be identified by examining the dimensions of contrast from several domains. Recurrent dimensions of contrast suggest themes in the data as a whole. Spradley (1979) suggests, also, that the "time honored" method used by most ethnographers in identifying themes is immersion (p. 190). Immersion refers to being very involved in the data and working and reworking the analysis. Themes in this study were identified through this process. The themes identified occurred in two or more domains and were recurring throughout the data analysis. The themes identified are summarized and discussed in Chapter 4.

CHAPTER 3

ANALYSIS AND INTERPRETATION OF DATA

Introduction

Analysis and an interpretation of the data collected to describe deans' perspectives on the life/career experiences which they identified as significant in leading them to the nursing deanship are presented in this chapter. Survey data as well as documents (curriculum vitae) have been used with field notes in the analysis of life history interview data.

A summary of the demographic comparisons from the survey of the sample and sub-sample of deans interviewed is included first in this chapter (Table 6). In general, the demographic characteristics of the sample (the 29 deans that responded to the questionnaire), and the sub-sample (the 6 of the 29 who responded to the questionnaires and participated in the life history interviews) are quite similar. The variations between the sample and the sub-sample are described on pages 117-119.

Some tables indicate less than 29 deans responded to a particular question. For example, in Table 6a, one dean did not respond to the question on age. Another dean skipped over the inside page of the questionnaire and left out questions 6.k to 6.m. Question 6.j. proved a problem for

Table 6. Demographic Comparisons of Sample and Sub-Sample of Female Deans

a. Age

Age (in years)	<u>Sample</u>		<u>Sub-Sample</u>	
	Freq.	Percent	Freq.	Percent
30 or younger	1	3.6	0	0.0
31-35	0	0.0	0	0.0
36-40	0	0.0	0	0.0
41-45	5	17.9	2	33.3
46-50	3	10.7	0	0.0
51-55	8	28.8	1	16.7
56-60	7	25.0	1	16.7
61-65	3	10.7	2	33.3
66 or older	1	6.0	0	0.0
TOTAL	28	100.0	6	100.0
N=463	N=29	Mode: 51-55	N=6	

b. Marital Status

Marital Status	<u>Sample</u>		<u>Sub-Sample</u>	
	Freq.	Percent	Freq.	Percent
Single	6	21.4	3	50.0
Married	16	57.2	2	33.3
Separated	1	3.5	0	00.0
Divorced	4	14.3	1	16.7
Widowed	1	3.6	0	00.0
TOTAL	28	100.0	6	100.0
N=29	Mode: Married		N=6	Mode: Single

Table 6. Demographic Comparisons of Sample and Sub-Sample of Female Deans
(Continued)

c. Dean's Education by Type of Institution (check as many items as apply)

	<u>Sample</u>							
	<u>Frequency</u>				<u>Percent</u>			
	Public	Private	Religious Affil.	Total	Public	Private	Religious Affil.	Total
Elementary School	19	1	8	28	67.8	3.6	28.6	100.0
High School	21	2	5	28	75.0	7.1	17.9	100.0
Nursing School	6	10	5	21	28.6	47.6	23.8	100.0
College-2	1	0	0	1	20.0	0.0	0.0	20.0
College-4	11	6	11	28	39.3	21.4	39.3	100.0
Masters	10	13	4	27	37.0	48.1	14.8	100.0
Doctorate	11	14	2	27	40.7	51.9	7.4	100.0

N=29
 Mode: Elementary and High School (Public Education)
 Mode: Private in Nursing School
 Mode: Private - College-4
 Mode: Private - Graduate Programs

Table 6. Demographic Comparisons of Sample and Sub-Sample of Female Deans
(Continued)

c. Dean's Education by Type of Institution (check as many items as apply)

	<u>Sub-Sample</u>							
	<u>Frequency</u>				<u>Percent</u>			
	Public	Private	Religious Affil.	Total	Public	Private	Religious Affil.	Total
Elementary School	4	0	1	5	80.0	0.0	20.0	100.0
High School	4	0	1	5	80.0	0.0	20.9	100.0
Nursing School	1	2	1	4	25.0	50.0	25.0	100.0
College-2	0	0	0	0	00.0	0.0	0.0	00.0
College-4	1	1	3	5	20.0	20.0	60.0	100.0
Masters	0	4	1	5	00.0	80.0	20.0	100.0
Doctorate	0	4	1	5	00.0	80.0	20.0	100.0

N=6
 Mode: Elementary and High School (Public Education)
 Mode: Private in Nursing School
 Mode: Private - College-4
 Mode: Private - Graduate Programs

Table 6. Demographic Comparisons of Sample and Sub-Sample of Female Deans (Continued)

d. Educational Preparation

Educational Preparation	<u>Sample</u>		<u>Sub-Sample</u>	
	Freq.	Percent	Freq.	Percent
M.S.N., M.A., Nursing	2	6.9	0	0.0
D.N.Sc., D.S.N	2	6.9	0	0.0
Ph.D., Nursing	2	6.9	1	16.7
Doct., Non-Nursing	20	69.0	3	50.0
Ed.D., Nursing	3	10.3	2	33.3
TOTAL	28	100.0	6	100.0

N=29

Mode: Doct., Non-Nurs

N=6

Mode: Doct., Non-Nurs

e. Administrative Experience Prior to Initial Dean's Position

Number of Years	<u>Sample</u>		<u>Sub-Sample</u>	
	Freq.	Percent	Freq.	Percent
2 yrs. or less	6	20.7	3	50.0
3-5	4	13.8	0	00.0
6-8	8	27.6	2	33.3
9-11	4	13.8	0	00.0
12-14	3	10.3	1	16.7
15-17	0	00.0	0	00.0
18-20	2	6.9	0	00.0
Other	2	6.9	0	00.0
TOTAL	29	100.0	6	100.0

N=29

Mode: 6-8 years

Mean: 12.3 years

N=6

Mode: 2 yrs. or less

Mean: 5.5 years

Table 6. Demographic Comparisons of Sample and Sub-Sample of Female Deans (Continued)

f. Mother's Education

Mother's Education	<u>Sample</u>		<u>Sub-Sample</u>	
	Freq.	Percent	Freq.	Percent
Less than High School	6	20.7	1	20.0
Some High School	2	6.9	1	20.0
High School	11	37.9	1	20.0
Some College	4	13.9	1	20.0
College Grad-2	1	3.4	0	00.0
College Grad-4	2	6.9	0	00.0
Masters	1	3.4	0	00.0
Doctorate	2	6.9	1	20.0
TOTAL	29	100.0	5	100.0
N=29 Mode: High School			N=6	

g. Father's Education

Father's Education	<u>Sample</u>		<u>Sub-Sample</u>	
	Freq.	Percent	Freq.	Percent
Less than High School	4	14.8	0	00.0
Some High School	3	11.1	1	20.0
High School	3	11.1	0	00.0
Some College	9	33.3	3	60.0
College Grad-4	6	22.2	1	20.0
Masters	1	3.7	0	00.0
Doctorate	1	3.7	0	00.0
TOTAL	27	100.0	5	100.0
N=29 Mode: Some College			N=6 Mode: Some College	

Table 6. Demographic Comparisons of Sample and Sub-Sample of Female Deans
(Continued)

h. Mother's Employment Outside the Home During School Years

Education Periods	<u>Sample</u>				<u>Percent</u>			
	<u>Frequency</u>		Never *	TOTAL	<u>Percent</u>		Never	TOTAL
	Yes	No			Yes	No		
Pre-School	5	11	12	28	17.9	39.3	42.9	100.0
Elementary School	9	7	12	28	32.1	25.0	42.9	100.0
High School	11	5	12	28	39.3	17.9	42.9	100.0
College	7	9	12	28	25.0	82.1	42.9	100.0

N=29 Mode: Never employed during any period
*: Never employed during any period

Education Periods	<u>Sub-Sample</u>				<u>Percent</u>			
	<u>Frequency</u>		Never	TOTAL	<u>Percent</u>		Never	TOTAL
	Yes	No			Yes	No		
Pre-School	0	3	2	5	0.0	60.0	40.0	100.0
Elementary School	1	2	2	5	20.0	40.0	40.0	100.0
High School	2	1	2	5	40.0	20.0	40.0	100.0
College	2	1	2	5	40.0	20.0	40.0	100.0

N=6 Mode: Employed at various time periods
*: Never employed during any period

Table 6. Demographic Comparisons of Sample and Sub-Sample of Female Deans (Continued)

i. Mother's Employment as a "Career"

Dean's Response	<u>Sample</u>		<u>Sub-Sample</u>	
	Freq.	Percent	Freq.	Percent
Employment a "Career"	4	14.2	0	0.0
Employment not a "Career"	12	42.9	3	60.0
Not Employed	12	42.9	2	40.0
TOTAL	28	100.0	5	100.0
N=29		N=6		
Mode: Not a Career		Mode: Not a Career		

j. Personal Influences on the Choice of the Deanship

Significant Other	<u>Sample</u>		<u>Sub-Sample</u>	
	Freq.	Percent	Freq.	Percent
Mother	2	8.0	0	00.0
Father	2	8.0	0	00.0
Grandmother	1	4.0	0	00.0
Aunt	1	4.0	0	00.0
Husband	8	32.0	2	33.3
Other	6	24.0	3	50.0
Can't Remember	5	20.0	1	16.7
TOTAL	25	100.0	6	100.0
N=29		N=6		
Mode: Husband		Mode: Other		

Table 6. Demographic Comparisons of Sample and Sub-Sample of Female Deans (Continued)

k. Birthorder

<u>Birthorder</u>	<u>Sample</u>		<u>Sub-Sample</u>	
	Freq.	Percent	Freq.	Percent
First and/or Only	14	50.0	3	60.0
Second	3	10.7	1	20.0
Third or Later	4	14.3	0	00.0
Youngest	6	21.4	1	20.0
Multiple Birth	1	31.6	0	00.0
TOTAL	28	100.0	5	100.0

N=29

Mode: First and/or Only

N=6

Mode: First and/or Only

l. Female Siblings

<u>Response</u>	<u>Sample</u>		<u>Sub-Sample</u>	
	Freq.	Percent	Freq.	Percent
None	15	53.6	2	50.0
One	4	14.3	1	25.0
Two	2	7.1	0	00.0
Three	2	7.1	0	00.0
Four	3	10.7	1	25.0
Five	2	7.1	0	00.0
TOTAL	28	100.0	4	100.0

N=29

Mode: None

N=6

Mode: None

Table 6. Demographic Comparisons of Sample and Sub-Sample
of Female Deans (Continued)

m. Male Siblings

<u>Response</u>	<u>Sample</u>		<u>Sub-Sample</u>	
	<u>Freq.</u>	<u>Percent</u>	<u>Freq.</u>	<u>Percent</u>
None	12	42.9	2	40.0
One	8	28.6	1	20.0
Two	5	17.8	2	40.0
Four	2	7.1	0	00.0
Seven	1	3.6	0	00.0
TOTAL	<u>28</u>	<u>100.0</u>	<u>5</u>	<u>100.0</u>
N=29 Mode: None		N=6		

Table 6. Demographic Comparisons of Sample and sub-sample of female Deans
(Continued)

n. Activities Ranked Among Top Four

Activity	<u>Sample</u>			<u>Percent</u>		
	<u>Frequency</u>					
	Yes	No	TOTAL	Yes	No	TOTAL
Baseball	10	19	29	34.50	65.50	100.0
Tag	13	16	29	44.80	55.20	100.0
Dolls	12	17	29	41.30	58.70	100.0
Basketball	10	19	29	34.40	65.60	100.0
Soccer	2	27	29	.06	99.94	100.0
Playing House	12	17	29	41.30	58.70	100.0
Bike	17	12	29	58.60	41.40	100.0

N=29 Mode: Biking

Activity	<u>Sub-Sample</u>			<u>Percent</u>		
	<u>Frequency</u>					
	Yes	No	TOTAL	Yes	No	TOTAL
Baseball	4	2	6	66.70	33.30	100.0
Tag	2	4	6	33.30	66.70	100.0
Dolls	4	2	6	66.70	33.30	100.0
Basketball	4	2	6	66.70	33.30	100.0
Soccer	0	6	6	00.00	100.00	100.0
Playing House	5	1	6	83.30	16.70	100.0
Biking	3	3	6	50.00	50.00	100.0

N=6 Mode: Playing House

Table 6. Demographic Comparisons of Sample and Sub-Sample of Female Deans (Continued)

o. Professional Influences on the Choice of the Deanship

Significant Other	<u>Sample</u>		<u>Sub-Sample</u>	
	Freq.	Percent	Freq.	Percent
Teacher	4	14.8	1	16.7
First Supervisor	5	18.5	1	16.7
Professional Coll.	10	37.0	1	16.7
Personal Choice	4	14.8	2	33.3
Other	4	14.8	1	16.7
TOTAL	<u>27</u>	<u>100.0</u>	<u>6</u>	<u>100.0</u>

N=27

N=6

Mode: Professional Colleagues

Mode: Personal Choice

p. Mentor Relationships

Response	<u>Sample</u>		<u>Sub-Sample</u>	
	Freq.	Percent	Freq.	Percent
Yes	16	55.2	2	33.3
No	13	44.8	4	66.7
TOTAL	<u>29</u>	<u>100.0</u>	<u>6</u>	<u>100.0</u>

N=29

N=6

Mode: Had Mentor

Mode: Did Not Have Mentor

Table 6. Demographic Comparisons of Sample and Sub-Sample of Female Deans
(Continued)

q. Significant Factors in Life/Career Pathways to the Deanship

Factor	<u>Sample</u>			<u>Percent</u>		
	<u>Frequency</u>					
	Yes	No	TOTAL	Yes	No	TOTAL
Education Experiences	27	2	29	93.10	6.90	100.0
Previous Admin.						
Experiences	20	7	29	68.90	31.30	100.0
Mentoring	10	19	29	34.40	65.60	100.0
Role Models	14	15	29	48.20	51.80	100.0
Family of Origin	19	10	29	65.50	34.50	100.0
Personal Qualific.	24	5	29	82.80	17.20	100.0

N=29 Mode: Educational Experiences

Activity	<u>Sub-Sample</u>			<u>Percent</u>		
	<u>Frequency</u>					
	Yes	No	TOTAL	Yes	No	TOTAL
Education Experiences	6	0	6	100.00	00.00	100.0
Previous Admin.						
Experiences	4	2	6	66.70	33.30	100.0
Mentoring	1	5	6	16.70	83.30	100.0
Role Models	4	2	6	66.70	33.30	100.0
Family of Origin	6	0	6	100.00	00.00	100.0
Personal Qualific.	5	1	6	16.70	83.30	100.0

N=6 Mode: Educational Experiences; Family of Origin

many in interpretation, as they tended to write in people who had professionally influenced their career, although this question was asked later in 6.o. The words "personal influence" were not confusing when the instrument was field tested but was problematic for some survey participants.

The following are the variations between the sample and sub-sample:

a) One area was in the amount of administrative experience before the deanship. The mode for the sub-sample was two years or less, which varied from the sample, where the mode was 6.6 years. It is difficult to comment on the real significance of this with a sub-sample size of N=6. This would not appear to have any effect on the research question being studied.

Another variation occurred with the subjects identifying the significant other in their personal life that was most influential in their choice of the deanship. The modal response in the sample was, husband, while those in the sub-sample identified people other than those listed, e.g., professional colleagues. The problem here seemed to be in the misinterpretation of the question. Significant others in their professional life were identified. The married

deans, who were interviewed, did describe the importance of their husbands in their career life.

The sample and sub-sample differed on the ranking of significant childhood activities. The activity preference of the sample was "biking," a "solitary" activity; and for the sub-sample, a "feminine role" activity "playing house." The sub-sample of six seemed to incorporate both feminine role activities, i.e., playing house and dolls 83.7 percent and 66.7 percent, respectively, and those activities that involved competition and team play (baseball, basketball, 66.7 percent). This finding was supported by the interview data. The activity preferences for the sample differed in that there was not a strong preference for either feminine role activities (playing house and dolls, 41.3 percent) or team sports (baseball and basketball 34.5 percent and 34.4 percent, respectively). It would not be possible to draw any conclusion regarding these differences because of the small number of cases involved.

The last variation noted in the data relates to the presence or absence of a mentor in the dean's life/career pathway. A greater number of the deans in the sample (55.2 percent) stated that they had a mentor in their professional life as compared to only 34.4 percent of the sub-sample.

One of the problems encountered in the data collection in general was related to the definition of mentoring. Since a particular definition was not included with the survey, it is difficult to interpret this result as an indication of the sample being "truly mentored."

The analysis and interpretation of the interview data, curriculum vitae, and field notes were organized around the two major research sub-questions identified in Chapter One.

Research Sub-Question #1 asked: What people and relationships, during the developmental periods, do deans identify as important to their choice of the deanship?

Answers to this question reveal five different kinds of significant others: (1) family (origin and procreation), (2) school-related significant others, (3) personal friends, (4) professional friends and colleagues, and (5) persons linked to career choice. Family relationships, particularly parents, were found to be very important in the early socialization of the deans. Husbands, for the married deans, were important as they supported, encouraged, and at times assumed many of the traditional "mothering" roles for the dean. Relationships that were school-related were also identified as important. The influence of teachers,

advisors, coaches from elementary school through graduate school was significant. Most of these relationships were female-female and provided the deans with models of "competent" and "successful" women both in their early socialization and in educational settings. The other types of significant others were identified by the deans as important but they were fewer in number or not as consistently important.

The attributes connected with the relationships that the deans had with their significant others were most importantly: (1) role modeling; (2) support and encouragement; (3) knowledge and information, but this taxonomy had fewer items of inclusion and was not an important attribute of all the relationships.

Kinds of Significant Others

Family of Origin

Five of the six informants came from warm, supportive families with strong parental relationships. These five had positive relationships with both parents. Five of these six described special relationships with their fathers.

One dean, speaking about her father in a very affectionate manner, said that many of her values were his and as an example she offered this story.

One day, it was during the summer so I was out of school, I must have been perhaps a preteen. We [my Father and I] were driving along this country road and I looked out and saw one of my classmates out in the cotton field chopping cotton and I didn't speak to her. As we went on, he said, "Why didn't you speak to that young woman?" and I said, "Well, she didn't speak to me." He said, "_____, I want to tell you something. When you're driving by in a car, you always speak first." To me, that's a philosophical concept. If there is any such thing as a philosophical concept. It's a philosophy that's been very pervasive in my life.

Later in the interview, this same dean described the special time she had spent with her father and that she loved helping him around the house: "I was always helping my Dad. I was called a tomboy. I was always helping my Dad working on the water, working on the plumbing, the electricity, doing whatever."

Another of the deans described how she enjoyed helping her father on the farm much more than she liked the home-making activities. She described how, from a family birth rank point of view she was freed to work with her father:

When my sister came along, she sort of moved into the homemaking activities before I was quite ready for that. It made it easier for me to let her do that and to let me go out to be with my father on the hay wagon or milking the cows or whatever. I enjoyed that. When it came to birthing of cows though, my father would say, "You're a girl. In the house." My sister never did much out on the farm and I think it is quite logical that she became a Home Economics teacher.

This particular dean was in her 60s so that the sex role stereotyping described around "birthing the cows" was quite typical of the socialization of women in this particular age cohort.

And yet, another dean described how her father had taught her to play baseball: "I played baseball with my father. He had been drafted by the Cincinnati Reds. He taught every kid on the block how to bat and how to field and, we all did it right!"

One was very interested in her father's work activities:

_____, he had a major interest in a camp for underprivileged children in _____ which took a great deal of his time during the summer and year round. On Saturday mornings, every Saturday like religion, we'd get in the car and go maybe 10 to 12 miles to the office that was operational during the week for this summer camp. He was the Executive Director and operated the camp in the summer. They had a secretary in the office during the week but on Saturdays he would devote some of his time because he was always planning for the summer. Before my teenage years, I would go

with him up to the office and he would go through the mail, and I would help him do whatever had to be done. During the year, he was with the school system. He was the Director of Athletics for 48 years. Again, I remember on Sunday mornings after church he would stop in at school. I was brought up in a family where your job never ended. Saturday, Sunday, there was plenty of family time, but Saturday and Sunday was also a time when you did what had to be done. You didn't say, 'This is my day off.' I remember that I would accompany him on those trips.

Finally, the last of the five was raised by her stepfather about whom she says:

Both my brother and I were raised by a stepfather. We knew our real father, he lived 250 miles away and so in the summer we would go to see him and we were able to vacation with him. My brother and I were very close. My father and my mother separated when we were three and five and she remarried a short time after. She married a man twice her age, who was in the law enforcement profession. He was a warden at the penitentiary at first, and then during our school days he was the Deputy Marshall for the city of _____. So, therefore, we were considered very special children. We went to school in an automobile that had a big red light on the front of it. We periodically would ask him to put the siren on and if we were running a little late he would do that.

In commenting about her stepfather, she said:

I don't remember my stepfather ever being anything more than a real father and I recall that he always identified himself that way and I don't think he would have treated his own kids any better. We got everything that we wanted and we had everything that we needed.

The fathers of these five role modeled behaviors which indicated their personal values like hard work, commitment, and kindness. Two were involved in doing "boys" chores with their fathers so that they were allowed the opportunity to develop non-stereotypic views of "men's work" versus "women's work." The father who taught his daughter to play baseball opened up an avenue where she could experience competition, compromise, and negotiation.

The sixth dean did not have a positive relationship with her father. "My father was not around very much so I really didn't have much of a relationship with him and I resent that to a certain extent. I still don't have a good relationship with him."

For her, the most significant male figures in her life were her uncles.

Both my aunts and uncles on my mother's side would take me on vacation during the summer; and one of them would always go to the mountains, and the other would always go to the shore, so I always got to vacation in both places. My uncles were probably the most significant male figures in my life.

So, the predominant theme among these deans was not unlike the one found by Hennig and Jardim (1977) in their study of corporate women. The relationships with their

fathers were important, however, as with the corporate women, not to the exclusion of their mothers. The dean who felt the negative relationship with her father had a strong, positive relationship with her mother.

In terms of my mother and father, I see my mother as a much more significant person in my life than my father. I did almost everything with my mother. In terms of family relationships, I had a much stronger relationship with my mother's side of the family because we would visit them all the time and that's the side of the family to whom we would always go for big family gatherings at Thanksgiving and Christmas. I remember going to the amusement park with my mother on Sundays. We would pack a lunch, go to the amusement park and as I think back, I think, "Oh, my God," having to drag a kid to that amusement park and going on those rides. I mean, I have a little better appreciation of it now than I did then. I felt she should have done it then . . . So, in terms of positive influence, my mother had that on me. My father probably was significant, but in a different direction.

Like the relationship just described, the mothers of the deans were involved in doing "traditional" mothering with their daughters. Taking them places and teaching them the feminine roles. For example, one described weekly visits to the library:

My mother was an avid reader and is to this day. I was introduced to reading at a very young age. I was never read to, but I was taken to the library once a week to pick out my book from the library and that kind of thing.

Another described how her mother kept her a "prissy little miss":

My mother, not working, just kept me starched and ruffled like crazy.. The first day of school, I would go to the beauty shop and get all these long curls and practically sit up all night or else I would go to the beauty shop at six o'clock in the morning. The first day of school, Monday morning there I was; new dress, new shoes, and a new hairdo.

One of the deans did not do many things with her mother around the house because these things (housework) were not very interesting to her. However, she described a positive relationship with her mother which became more important later in her life, after her father died.

In sum, most parental relationships were positive and supported the dean's ego development. The parents modeled characteristics and values considered to be important in successful administrators, behaviors indicating a valuing of education, achievement, hard work, and those related to leadership, power, and control. Although all parents were not highly educated, those who were not, were educated through reading, etc. All held responsible, paid positions or held leadership positions in their communities.

One dean discussed her father's leadership within her community:

Daddy was just in charge. If they had had a Mayor, Daddy would have been the Mayor. He kept the keys to the Lodge, the Eastern Star Building, which the Lodge and Mason's both used, he kept the keys to the school house, and I don't think he was ever on the school board. He kept the keys for the gymnasium and until they got to the point where they had someone who swept the church out before church days, Daddy kept the keys for the church and swept the church out. I was usually subscribed to assist in that chore. It was expected that we would keep the church clean. It was not a chore. It's just what we did, and Daddy was usually involved. If there was a donkey ball game, they knew that Mr. _____ was going to arrange for it and he would probably take up the tickets at the door or sell the tickets.

And another reinforced the modeling of "take charge" behaviors and added the importance within her family, of education and achievement:

I came out of a family in which there were just the three of us. My parents were older and did not marry until later in life. They had established careers, although my mother was very traditional in that, by choice, she gave up a law career at the time of marriage. I am an only child. Education has always been encouraged in my family. I never had a notion that there were certain things that I couldn't achieve. My parents were active in the community, particularly my father. My mother is a "take charge" person so I saw a lot of that kind of behavior exhibited.

And finally, another dean's father demonstrated his valuing of education when he moved her family to live in the counties surrounding her home, because he believed that

there was a better education available for his children in these communities.

Families also provided the deans with support and encouragement to feel good about themselves and to pursue their dreams. This family support and encouragement allowed the deans to resolve the developmental issues in the childhood and adolescent stages. One remembered her father's support:

I think the fact that my father would always make me stand up straight and wear high heeled shoes even though I was 5'8" when I was in the fifth grade. I was never allowed to perceive of myself as inferior, or being smart wasn't o.k. I think that's probably the major kind of sustaining thing.

Another dean talked about remembering when she told her mother that she was going to be a nurse, how supportive and positive her mother was:

I recall, vividly, I could draw a diagram of the location of my house where I was when I told my mother that I wanted to be a nurse. I can recall vividly that she said, "Fine, if that's what you want to do, we'll try to help you." This is the way she was as long as she was alive, "Fine, we'll help you all we can." So, that's the kind of basic support system that I had for a good many years.

The families' role in socialization of their children was one in which social norms and behaviors were taught as

well as providing for the child's educational needs. Some of the skills taught were contrary to the sex role stereotypes for women that were held as they were growing up; e.g., baseball, feeding cows, tossing hay, and doing plumbing and electrical work. Others were consistent with feminine roles or were sexually neutral activities like library visits, "women should be dressed well," etc.

In sum, all deans experienced strong relationships with at least one parent during childhood and adolescence. Deans saw a clear valuing of education and achievement in their families and had role modeling of these values from their parents. All deans came from comfortable economic circumstances although some grew up during the depression. They were not wealthy but their needs were met. There was an overall stability that seemed characteristic of their family lives.

Family of Procreation

Three of the six participants were married. For these three, husbands were identified as important to their career success. One dean discussed her child care arrangements while she went to school and worked and how supportive her husband was:

I had a four year old and a two year old, and I had a lady down the street who had a day care facility in her home. That's who took care of them for a year. Then we moved. We used to live in _____ and then we moved to _____, and when we moved out there, my son was five; and so he was ready for kindergarten, and my daughter was three. They went to the same school. I think they called it _____ School. I can't remember. Anyway, they had a nursery school, pre-kindergarten, and a kindergarten. . . .I think they got there at 7:30 and they could stay until 6:00. . . .My husband and I (whoever could do it) picked them up. He's always been very supportive from cooking to cleaning; he can do his own laundry, and he can take care of the kids--and he did. I think that was a significant point. If you don't have a supportive husband, forget all of this. He was supportive of me, not so much going back to work, but of going back to school, and there was no other way to do it. He was in school. He was working and going to school at nights. For awhile, everyone in the house was going to school. I mean we just did the best we could. Everyone had to pitch in. Everyone had to suffer a little bit. I know when I was writing my dissertation, when I was actually writing it and needing those blocks of time, my husband would take the kids to the Smithsonian or just out. It all worked out. But that's not to say we had five course gourmet meals or anything like that. I think the kids got used to it. They thought everybody lived that way. I kept saying to my husband that I hope they never find out that most people don't live this way; it worked out o.k.

We always (I mean my husband and I) were spaced out half the time because we were so tired most of the time. We really did try to do a lot of things with the kids. I can tell you that neither one of those kids from day one--when they went to school till they got out--they were never, ever in any event in school that one of us was not there. Never. I mean both of them through Little League--it was enough to drive you insane, rushing to these things and trying to keep them coordinated. My husband even coached Little League from the day our son was eight until he went into high school. I don't feel that they were ever neglected.

It nearly killed us. I don't have any regrets. When I was a candidate for this job, again because I was very uneasy about it, I did say to my family, "Before I get into this, let me tell you what it's going to mean, and if there's anybody who objects, tell me now because I don't really care about it that much. I'm not going to be mad. I need to know. But I'm going to be mad if I get into this job and then you start." They all said, "Go for it," and I did. When I got down to the end, I did say to them that I had to "be able to tell the Chancellor whether or not I'm going to take this job if they offer it, and I really want to run it by you again." I said to them at that time, "Speak now or forever hold your peace. I don't want to hear one word. I'm telling you what it's going to be like and I don't want to hear from anyone." They still said, "Go ahead and do it" and I've never heard one word of complaint. I think they knew better. I feel that they've been very supportive. I feel that the kids have kind of liked it, having me in this kind of job.

The second dean talked about the kind of help she received from her husband while she was working on her dissertation and there were problems at the school her children attended:

The people who lived in the public housing resented those people that lived in the high rises and so therefore my children could never have a party and my husband was very protective of me and the children. Until things quieted down, he would just go to the school and patrol the halls. That was a volunteer effort on his part and his office was close by. He was supportive of my going to school and whenever possible he would take the place of a babysitter and watch the children if I had an evening class. There was no financial involvement because there was never a gap in my income.

Unfortunately, although her husband was supportive of her educational and career efforts, long after she assumed the deanship, their marriage ended in divorce:

My marriage ended in 19xx and my husband did indicate that my education interfered in our marriage but I had not been aware that he felt that way.

The third married dean was working on her dissertation when she married. She said:

When we got married my husband said, "I don't want to live with this doctorate forever. Take a year off and do it." I said, "Fine." I took a year off. I did it. I took my final orals on October 7 and had our daughter on October 14! So, we just did that.

I don't think it ever crossed my mind to stay home and be a housewife. I suppose, when you don't get married until you're thirty-five, that's not unusual. My husband is in the music world. So, you have to have the females to sing Aida. That's it. Some men with working wives get teased about it, or in some cases, practically terrorized about it. He's not in that position. That was just never even an issue.

These three husbands were supportive of their wives education and/or careers. They provided support and encouragement to their wives in one of the following forms: money, sharing child care responsibilities, and positive reinforcement to continue in one's career. Six of the sixteen married deans in the sample identified their

husbands as important in their careers, too. Again, they indicated that their husband's caring, support, and encouragement was important in fulfilling their career goals.

The second kind of significant other to be discussed is school-related significant others. Again, the attributes connected with these relationships were: (1) role modeling, and (2) support and encouragement. The attribute of (3) knowledge and information will be discussed as it applies.

School Related Significant Others

People related to the deans' school experiences included friends, advisors, coaches, school nurses, and teachers. These relationships were very important during childhood/adolescence and in the adult stages when the deans were seeking education to further their careers.

Four of the six deans had highly positive or at least vivid memories of school teachers during childhood and adolescence. These teachers reinforced what the deans' parents had stressed about education. These values were reinforced by their teachers throughout their elementary and secondary school experiences. The other two deans most significant relationships were with the school nurse and

team sport coaches. Later as these two moved into baccalaureate and higher degree programs, they too were influenced by teachers and advisors. The adult stage during which the dean completed her advanced degrees varied among deans, due primarily to life circumstances. This information is identified more specifically later in this chapter.

One dean described the social milieu of her school, and how members of the clique to which she belonged learned to use power and influence through their relationships with their gym teacher/coaches. They were able, through these relationships, to exert considerable influence on the school and its activities:

I remember the coach of the basketball team who I was very close to. Her father was the vice principal of the school and she was a gym teacher. We [the clique] knew them on a much different level so this group was able to have this kind of relationship with a lot of people in the school. You knew that you could get away with murder with whomever or that if you wanted something, you could use your influence with that person to get it. It wasn't planned in the sense that you established this relationship in order to get whatever it was you wanted.

This example illustrates how this dean learned through her peer group and friendship with sports coaches how to use influence. Teachers were not significant for this dean

because she was more involved in "being popular" during adolescence than in academics. Sports were her vehicle of achievement and the coaches and teammates her significant relationships.

The second dean who was not influenced by her teachers in elementary and secondary school was strongly influenced by the school nurse. This school-related relationship was the most significant one for this dean. This influence is discussed later in this chapter under Persons Linked to Nursing as a Career Choice.

For another dean, a rather unusual experience with her high school teacher was important. This experience provided a very broadening exposure to a world outside of her community. This experience reinforced what her father did when he moved her from school to school to give her the best education (see Educational Experiences, p. 161 for an expanded discussion of this). She described this special experience:

. . . in the ninth grade there was a man there whose name was Mr. _____. He was working on a degree. I didn't know what the degree was. I didn't know anything about it at the time. He lived with one of my aunts who was close by in _____ county and taught in the school there. Now, I believe it must have been part of his field work for his doctorate and also I think it must have been sociology. About midway in

that year, he wanted to go back to New York City and get married. For whatever reason, he wanted to take two students from _____ county high school with him. He said he wanted to show them New York City. That was in 19xx. The World's Fair was on. So, while we were there he let us live with someone and it was right across from Grant's Tomb. It was beautiful--I had never seen anything like that--a high-rise. I was all eyes. We stayed with these friends of his intended and they took us to the Museum of Natural History, the World's Fair, we rode subways. Imagine, two little kids from _____ just seeing all of the grandeur of New York City.

Two deans discussed contact with exceptional teachers throughout their educational careers who were models for them. One said:

We had teachers in that town who were the good old fashioned ones. Most of them had come from Pennsylvania, as a matter of fact. They had very strong Protestant ethics and very high standards. Their own colleges had exposed them to cultural things.

(These things were related to love of reading, art, and music.)

During elementary and secondary school this same dean was influenced by her music teacher who again modeled the same kinds of characteristics:

I used to sing. I was very involved in the choral activities in both elementary and high school, and the music teacher is still a friend of the family and was a very strong influence on me. She is one of the strongest women that you will ever meet and had the

courage of her convictions. I used to be a little afraid of her, but respected her a whole lot. She had come out of Indiana. She was a statuesque woman, and she didn't let you get by with anything. You had to get it right, and she was quite an influence. I admired her terribly and still do. _____ is her name and I think she was a very strong influence. I was very involved in choral activities.

Later as this dean entered graduate school this modeling of high standards, excellence, and achievement continued:

The faculty outside the School of Nursing were first rate. The faculty in the School of Nursing were old school, and what you learned from them you don't learn from faculty today. I don't know what it is. I say to myself, "You know that's my generation." We now have more people who are with research. That is a reflection of the evolution of the field. The people who taught us at _____ College were very much like the people who taught me in grammar school. Dr. _____ came out of Minnesota; no, originally South Dakota, and then Minnesota. Real strong Protestant ethic. Hard work. Study. Very high standards. Very, very, clear values. Courage of her convictions. I, to this day, admire her. I don't always agree with her, and people don't always agree with her all the time, but she was a superb teacher. She has a wonderful mind. She writes well. She is a clear thinker. She knows a lot about higher education. Educated people.

These teachers that she admired had characteristics which she emulated and were important in shaping her professional behavior. This pattern of special teachers was

experienced by a second dean in much the same way. She emphasized their competence and intelligence:

My chemistry teacher in high school had worked with _____ on the atom bomb. She was really a bright person. I really didn't appreciate it at the time.

Again in college, she was impressed by competent teachers, who modeled behaviors which she later emulated. She identified her college chemistry teacher and history teacher as influential because they were fine teachers and "knew what they were doing":

The chemistry teacher was a wonderful person with a mind like a steel trap. She wore black and had this big white thing around her neck. She was 6'6" tall . . . she would zip around the chemistry lab like a wild woman to be sure we all knew what we were doing and did it right. I probably should have been a chemist, now that I think about it. She was certainly influential in terms of people who knew what they were doing.

There was Monsignor _____ who taught us history. History is probably my greatest avocation. I just loved it. That man just knew everything. He taught American history. He knew all there was to know about history.

One of the deans who did not identify the importance of teachers in her earlier life was, however, very influenced by one of her teachers in her graduate program. This teacher also became her advisor and was dean of that nursing

program. Again, here was a woman who modeled intelligence, courage, and the ability to speak assertively. This dean said in speaking about this person:

I guess if I'd give credit to anybody for where I am now, it would be her. I got my master's in Nursing Administration. She was the program director for that major, as well as being the dean at that time. All of us who were in that major really had a lot of access to her and a lot of interaction with her. I was very much influenced by her. Some people really thought she was a charlatan, but I think her major problem was that she was thirty years ahead of her time, and that really caused trouble for her. She was saying things in 19xx that nobody else was saying and that I really believed. I was glad to hear someone say those kinds of things. I was really taken by her. Again, I think it was common values and common beliefs.

I think I've believed for a long time that educational administration and nursing administration need to be conducted in a business-like way. There are certain goals and objectives to achieve, and there are certain principles and certain theories that you can implement in whatever you're doing. The administrator is not a social worker.

I guess I got reaffirmation on some things I believed from her and she had the courage of her convictions to say things that were not popular. I understand better now than I did then, that that is not always the smartest thing to do, or that timing plays a big part in politics. I've gotten a little softer on that.

All of the deans interviewed identified role modeling, which occurred sometime during their educational career, of behaviors like competence, intelligence, hard work, assertiveness, and courage. Their models had strong values

and beliefs. For those who valued education throughout their lives there is a life pattern of role models who were teachers. For those who did not value education until they entered the higher education system, these teachers, advisors, and deans were important to them at that point.

Some school-related significant others provided support and encouragement to the deans as the following illustrates. The dean of this woman's undergraduate program provided encouragement to complete her baccalaureate when she was working and going to school, both full time. She said:

I was surviving. I survived. That's all. The only good I see coming out of it is that it just got me to a point where I had the preparation to get into graduate school.

I got to know the Associate Dean in my program reasonably well. She was a nun and I was Catholic. She was in the order that ran the school. She's the President of _____ College and we're still very good friends. She's a good friend of our family and I see her often. Again, it was more her encouragement to go on.

Another dean talked about the support, encouragement, and recognition for her potential that had moved her along during young adulthood. Previously, she had not been academically successful, but the recognition by the two

people that she discusses meant a great deal to her personally and to her career.

One person who had provided this was the dean of her undergraduate program:

The most significant person in my undergraduate program was Dean _____. Her area was Public Health Nursing. I don't know that I could describe or define the specifics that she contributed, but she contributed enough that I'm still corresponding with her.

Another person that she identified was the president of the college in which she was employed as the Director of Student Health:

The President of the _____ University played a major role in what I have done. He was the one that when I finished the master's, pushed me to go on for the doctorate. I think probably Dean _____ and President _____ really built my self esteem more than had taken place at any time prior to that, or by any other people.

One dean described an example of the kind of support that she received from her advisor in the master's program:

My master's degree was extremely rewarding. I had some good role models up there. I wouldn't call them mentors, but really good role models. Dr. _____ was my supervisor for my thesis and a fantastic person to me. It seems that she was always very positive about things, "Don't you worry about this. This is the way you can do it." We worked on the thesis a lot and I would go to her. I had to finish my thesis before I left there.

Other examples of encouragement exist in these descriptions by deans of people who helped them to advance in their careers:

I think it was a little unusual to move up within that system that quickly and the reason that I moved up was because the dean really pushed me. I guess if I'd give credit to anybody for where I am now, it would be she.

Yet another experienced encouragement from a physician with whom she worked on a voluntary project:

A Doctor _____ was important to me, in that he was always pushing me to do things. He was on the burn unit and I was on the burn unit. He recognized my interest in that. He took me with him to _____ Convention where he and one other faculty member and I made some speeches at that medical convention, on care of the burn patient.

Lastly, an example of encouragement for involvement in professional activity as well as role modeling of that behavior:

In my basic nursing I had a role model. At the present time she is retired from the Division of Nursing. She encouraged me to belong to professional organizations and I can recall while I was working in _____ after I graduated, that I drove here and picked her up to go to my first ANA Convention in Atlantic City. That must have been in the early 19xx's. She used to be in charge of research at the Division, but when I was a student she was doing her practice teaching in our class . . ."

The deans received support and encouragement both personally and professionally throughout their school careers. They were encouraged to realize their potential, become professionally involved, and were supported through times of stress like managing work and school and thesis work.

The descriptions of what the deans received from their school related significant others does not reflect the definition of "true mentoring" in Chapter 1. They did receive career modeling, help with their careers, support, and encouragement. The two aspects of mentoring that seemed to be missing were the long term duration of the relationship (at least two to three years) and the extent of the emotional involvement. Levinson (1978) refers to the mentor relationship as a "love" relationship (p. 100). Vance (1982) said that mentor relationships should be evaluated in terms of their long term nature and emotional exchange elements (p. 12). These characteristics were not evident in the expressions of deans in this study.

The transmittal of knowledge and information was inherent in the relationships that the deans shared with their teachers, advisors, nurses, and coaches. A few others were mentioned in this category, i.e., a classmate who

taught one dean how to put together her vita or the classmates that taught the dean who'd left the convent to dress, put on make-up and dance. But for the most part, the attributes of these relationships were implied in the nature of the educational relationship.

Personal Friends

The next kind of significant others is Personal Friends. The attributes of the relationships with adult friends included role modeling, support, and encouragement. The personal friendships with age mates when young were more a matter of accomplishing the developmental tasks of childhood related to peers.

The deans identified neighbors or adult friends as significant in their lives. Some neighbors provided companionship and support to the deans during their childhood:

One of my closest influences, as a child, was a neighbor who lived across the street. A husband and wife who were childless and who are both dead now. They were younger than my parents. They moved into the neighborhood a week before I was born and I grew up as much in their house as I did in my own.

_____ was originally from New York, and I learned a lot from her. I learned a lot about New York and what it was like because that is where she had grown up. She

went to shop in New York and I frequently would accompany her on a shopping expedition, so that exposure was very rich.

Another dean described a very supportive relationship with a neighbor. She referred to her as a "second mother":

She was the Postmaster in the community. As I said, Dad was a rural carrier and they lived right across the road from us and I spent an awful lot of time with her. She was a widow and her daughter had married and left home, and she was by herself. She didn't like being by herself. I felt like I had lived with Miss _____ a good deal of the time, which I did. I was more her pet because Mother always seemed to be very busy keeping house and taking care of things, and doing all that, so she always accused Miss _____ of spoiling me, and her daughter of spoiling me. That's more a reflection to me. I guess every kid goes through that stage.

This neighbor spent additional time with this dean because she had the time available as her family was grown and she was widowed. Her mother, on the other hand, was busy with housework and she described herself as having more inclination towards helping her father with plumbing, etc., than helping her mother with housework. Her mother had also been ill when she was a younger child and the neighbor took care of the dean during this period. She did not seem to have any resentment toward her mother, but their relationship seemed to develop more as she became an adult.

She describes her mother taking over the "advice giving" role of her father, after he had died.

For these two deans, as well as a third, neighbors were also career influences. The first of the two deans just discussed not only found companionship with her neighbor but also modeling of a woman who was a "good business woman." "They were a Jewish couple and they owned a trucking business. After her husband died, she was an invalid and she ran her business from her bed. She was a good business woman."

The second dean discussed was provided with a model of a non-traditional woman in her neighborhood, who was the Postmaster in her community.

A third dean, as a child and adolescent, came in contact through her neighbors, with women who were competent. "All the women I know are competent. You know Mrs. _____ taught us all to knit. She was involved in the School Board, and was a wonderful pianist. Competent women."

She also identified some negative role modeling among her neighbors, as she said:

Mrs. _____ always taught grade school. I suppose that's why I never wanted to be a grade school teacher because she always looked so harrassed! She was about the only working mom in the neighborhood. They were all very interesting women in their own women's world.

[This dean grew up in a very unique neighborhood, almost like one large extended family. The women were a sub-group of their own as were the men and children of the families. This was not, however, to the exclusion of couple to couple groupings or family to family groupings. These women did many things together, for example, trying to get a high school club established for their teenagers. "When they took on that priest to get us that High Club during high school they were very committed ladies. I don't think there was one who I could single out as 'The' model."]

Again, there is the pattern of female influence on the deans' lives. The traditional women and the non-traditional women all modeled the ability to speak their mind, were competent at what they did and were achievers in their own sphere of influence. Those deans who did not identify neighbors, identified other female members of the extended family; e.g., an aunt or other adult friends:

I was close to one aunt. I was an adult before I realized I was named after her. My first name is after my mother's mother and my middle name is that of my aunt. She did not have any children our age. She had two adopted children, but I never knew them very well. I was very fond of she and her husband. I used to go there as often as I could and when I left home and came back for a visit, I would go and have a meal with them. I always got a loaf of salt rising bread.

Some contemporaries were also important to the deans as they grew up. Not that they directly affected their careers, but in that these relationships showed they were able to get along well with others and frequently wound up as leaders within their peer groups. One said:

We didn't have such things as scouts, Girl Scouts. That kind of thing was unavailable to us. Again, it was the church. I was always the president of the Baptist Young Peoples' Association. I was always in that kind of role in that organization. In the various clubs and things, I was always, whether I was president or chairman, or whatever, I was usually involved in any kind of organization there was.

Another described her childhood friendships:

There were four of us in my class. Two of them were cousins. We were always very close. I remember Halloween and masquerading, dressing up and those kinds of things. I recall a very good and positive relationship with those children and adults. Again, because it was a rural area, the school I attended was very small, probably sixteen to twenty children, in four grades. I can't really identify specifics, but it seems to me that I was engaged in some kind of semi-leadership

position up through the grades. I remember being active in 4-H. I was sort of a leader in that group, too. That's about as much as I can reconstruct.

Another said:

There were a lot of people that I went to elementary school with that I remember and that I remained friends with until I was in high school. I don't think they influenced me in terms of my career. At the time there were those who influenced me more than others, for better or worse. I guess they were significant in that I can still picture them and I remember them.

She also said:

As far back as I can remember--I mean, for example, as a kid in school--I frequently would wind up in leadership positions and I always enjoyed that.

One dean had more difficulty with contemporaries during childhood and adolescence than the others. She had been raised in an adult world and related more to adults than her peers. In nursing school and later during undergraduate and graduate school, she made friends with others whose interests were more a match for her own and became much more involved in leadership. She says of her childhood and adolescence:

My friends in the neighborhood were also my classmates. Sometimes they gave me more grief than I care to admit. It was always a matter of having three people. The two

sisters, that I mentioned earlier; there were always two of them and one of me. Sometimes that ran into difficulties. Then there were two other people that I would say were my closest friends, _____ and _____. Their parents were very close and close in age. Their fathers had gone to high school together and so the girls were closer to each other than either of them was to me. Again, when we played and there would be some sort of disagreement, there would be two against one and I was usually the one. The term that was always used was "two ganging up against one."

In adolescence too, although she participated in activities that were appropriate to her own interests, i.e., singing, she had not really come into her own:

High school is sort of a blur. I didn't really like high school. I think I have repressed all that. People were interested in things that I don't like. I think dancing is a waste of time. I still do. A lot of kids were into that. The dances and what not were not very important to me. I didn't find that sort of thing very interesting. I found them sort of dull. So, the sort of thing that teenagers were interested in wasn't for me for one reason or another. I think that may have had something to do with why I didn't like high school. To the extent that I went through adolescence, I think I lived through it. To me it wasn't an actual phase. I was with adults so much of my life and lived in an adult world and without brothers or sisters or contemporaries, I didn't go for a lot of kid stuff.

The next taxonomy of significant others is Professional Friends and Colleagues.

Professional Friends and Colleagues

As the deans moved more into their career paths, personal friendships outside of their careers were not as central in their lives as professional relationships with colleagues. A few commented on this. The relationships were supportive or mutually supportive to both parties:

I think that if anything, my personal friends who happen to be nurses, I mean real people who are very close to me as friends, are professionals whom I respect. They are perhaps no more experienced in terms of years in the profession than I, and we're pretty much similar, but their strengths are different and so I think we possibly influence each other.

Two others described supportive relationships with colleagues that also provided career modeling:

Friends were important. I lived for a couple of years in a dormitory while I was the college nurse and became friends with the Associate Dean of Students, who also had an apartment in the dormitory. We became very friendly. She was a sharp, sharp cookie. Always very supportive and we are still close friends. She was from just south of _____ and went to _____ State, and I went from _____ State to _____. She was a guide and called an ace an ace and a spade a spade. I maintain that she still haunts me because on any number of occasions, she would say, "If you have to give a speech, I will never be concerned about how you present it. My only concern would be if you planned it very well."

The other said:

A person I taught with in the diploma program, who was enrolled in the master's program at _____ University, was an influential person. I was about 22 and she must have been 10 years older. I think we had some basic values that were the same. I think that was something we had in common--personal values and professional values. I guess I was so green and so wet behind the ears on the job, and she was successful in that she was a good teacher. The students loved her, and again, she was a role model as an educator. I think she gave me a lot of guidance, both personally and professionally, and she would encourage me but she would also say, "That's a crazy thing," or whatever. She kind of kept me on the right track when I felt I was going to jump off. We did a lot of things together socially. We had a lot in common even though she was older than I was. She started to get her master's part time when I was finishing my bachelor's. She would always tell me about her classes and teachers, and I got interested in going on. Even though she was that much older than I was, another thing we had in common was that we were both going to school at the same time. As it turned out, I finished my master's before she did because she continued to go part-time, and I just hung it all up and came here and went full-time. I saw her as someone with a lot of common sense, that could give you good practical advice when you asked for it, and saw her as having it all together. I guess I wanted to be like her.

These influential women modeled assertiveness, honesty, and "common sense." One was an excellent teacher and provided that type of modeling. Both relationships served to keep the deans "on track" during early adulthood.

Another dean discussed how it was hard to separate herself from her career. She said:

It's hard to separate me from my work. I guess that's important, too. I'm trying to tell you about me, but I can't tell you about me without telling about the job, because that was it. I won't say the job is my life, but I will say it's the most important part of my life, probably. All of my personal events have been so closely tied to my professional that it's hard for me to separate those out.

Some of this dean's colleagues that were still in her organization had moved up through the organization with her. One she referred to as her "right hand" and was described as highly "loyal and supportive."

These deans described outside interests like golf, choral singing, civic involvement, but predominantly their lives and friendships were career oriented. As they moved up the career ladder, the married deans made conscious efforts to set aside family time as their children grew. However, personal time, due to the demands of their careers, was extremely limited.

Another taxonomy identified as a kind of significant other in the data were the people who were linked to the deans' choice of nursing as a career.

Persons Linked to Career Choice

For five of the six participants, experienced nurses, sick relatives, or friends who were becoming nurses were

important in their career choice. Most of these contacts with people were actually quite casual and occurred accidentally. Three were introduced to nursing through a friend and a casual acquaintance. One of the former went to visit a friend who was a student in a diploma school of nursing. She described this:

. . . I had a girlfriend who was in nursing school in _____. She was a neighbor, my peer and therefore when I visited my father in _____ I went over to the hospital school of nursing to visit her and there I think was my first impression of nursing. She wore the starched uniform and she was living in the nurses' dormitory. The lifestyle of the young ladies when they came in, how they walked down the hall in their uniform and white shoes and white caps were, I think, all of those external things, were very impressive. I did not really know what nursing was all about. I always had a feeling for other individuals and found that I was forever trying to find out how I could help someone in distress, whether I knew them or not. I decided that I wanted to go into nursing.

Another was finishing high school and thinking about what she would do next. Quite by accident, she met an acquaintance on the bus:

During that summer when I was in high school, I was going to town one day on a street car and ran into a girl that I had known. Her brother had lived in _____ in the Civilian Conservation Corps--CCC Camp. I knew her from having visited her brother. I was thrilled to see her and I sat down beside her and we started talking. I asked her what she was doing and she said she was at _____ Hospital in training to be a nurse.

Something occurred to me, "Hey, there's something I need to do." So, I went home one weekend, this was while I was still in school in the summer, and I told my mother and daddy that I knew what I wanted to do. People didn't make decisions--usually people got married, you know, and I had been through all of that. I had a boyfriend and we thought we were engaged, I guess. So, I went on and said, "Well, I've decided what I want to do." I told them that I wanted to be a nurse. Daddy and mother said they would have to think about it. The next morning daddy said, "I've been down there at the hospital and I've seen the way those doctors treat nurses and I don't want my daughter to be a nurse." Well, I wasn't that committed to it so I said, "I really would like to do it; it's the only thing I've thought of that I want to do, but I don't know anything about it." I had never been in a hospital in my life. During that summer someone that I knew was in the hospital and I went over to see him and I fainted. That was the extent of my having entered the door of a hospital. The next week or two I went back home for the weekend and my dad said, "Well, your mother and I have been talking about it and we've decided that if this is what you want to do, you should do it." I went back to _____ to finish up high school. My sister-in-law took me over to the training school to visit with the superintendant of nurses.

Another described how her mother believed she always wanted to be in education but went into nursing because her friend did:

There was no question ever in the minds of my parents that I would go to college. Maybe it was rebellion, I don't know, but it was not until my senior year in high school that I decided I wasn't going to be a teacher, but that I was considering nursing. Why, I don't know to this day. My mother tends to believe it was _____, my friend, who was going to be a nurse, and at that point in my life, her influence was greater than anyone

else's. I can't say it was totally discouraged at home, but it wasn't encouraged either. My mother couldn't see it. To this day she says, "You really didn't want to be a nurse. You are in education." She may be right.

Another described a very important relationship with two school nurses. She did not see herself as an academic success in high school and these relationships provided status and a sense of self esteem that she, at this point in her life, had not felt academically. She said:

What really started my career, I would say, was that my father had a cousin who was a nurse. She was a Public Health nurse who worked around where we lived. She came to our home a couple of time and I was in awe of her. My grandmother became ill, and I was resentful because I was not going to be able to take care of her. I recall that sensation vividly. During the last three years in high school I guess was about the time we got the first school nurse. In the large cities there had been school nurse teachers for years. Somehow I got involved with our school nurse and helped her. At that time, of course, we had to have physical exams and had weighing and measuring and eye tests and all that kind of thing. I was a VIP; I mean I worked with her. It got to the point that I kept the office open when she was making visits.

This school nurse was a real role model for her. She described the degree of identification she felt in the following excerpt:

As a matter of fact, there was no place I wanted to go to become a nurse except where she became a nurse because she became such an ideal; she was such a model for me. It was very interesting. She had a soft pleasant stature, a composure, a caring; she had an ability to comfort. Those are the things that come quickly to mind about her. She was there about two years when a different nurse came. She had an extremely different personality, extremely different, but we still got along and I still worked with her, which absolutely confirmed my decision to become a nurse.

Even the dean, who really chose religious life and not nursing per se, entered the religious order of nuns who staffed the hospital in which she was born:

I guess magic brought me to the _____. I was born in _____ in one of the Sister of _____ hospitals. I never knew anything about them, but when I was looking for an order, I knew I didn't want the _____ because they were too damned strict. Besides, I think it's probably too much history! So, when I was looking for an order, they wore a gray habit, a very simple, well-tailored thing that looked nice. The major superior when I entered was just a great gal. She just really wanted bright, sassy people who would breed the new generation. Unfortunately, after she died, there was really nobody else who could pick up and go. The few 40 year olds they had, one was sort of a neurotic, depressed, semi-suicidal person and the other was very rigid, good accountant, but very rigid.

The last of the five deans had a positive experience with the nursing staff who cared for her mother in the hospital during her adolescence:

When I was deciding on a nursing school, I picked a Catholic diploma school. I decided to go there even though I had a scholarship someplace else. When I was a junior in high school my mother had a ruptured gall bladder and was very, very sick and was in the hospital. I would go there every day. I got to know a lot of the people because she was really sick. So, I liked the environment, I liked the people that I met, and I just decided that was going to be it and that was it. I didn't apply any place else.

This concludes the section on people and relationships which the deans identified as important in the life/career paths to the deanship.

Sub-Research Question #2 asked: What events and experiences during the developmental periods, do deans identify as important to their choice of the deanship?

Answers to this question reveal three different kinds of events and experiences: (1) educational experiences, (2) occupational experiences, and (3) personal events. The most important of these was the educational domain. This domain had two taxonomies: (1) Formal Educational Experiences, and (2) Informal Educational Experiences. The attributes of the educational domain were: (1) Ego Building Experiences and (2) Leadership Experiences. The occupational domain was important in that it provided preparatory experiences to the deanship in either (1) Nursing Service, or (2) Nursing

Education. The most important attribute connected with the occupational domain was again, Leadership. Deans who had not strongly emerged as leaders in their educational experience came into their own, providing job related leadership. Those who had been leaders, added to their repertoire of leadership behaviors. The final event/ experience identified was the domain, Personal Events. The most important event (taxonomy) that deans identified here was their Family Birth Rank. The most important attribute of their birth position was related to how this shaped, quite early, the potential for Leadership Behavior.

Each event/experience identified is discussed next in this Chapter. Attributes of these experiences are discussed as they relate to the taxonomy.

Kinds of Educational Experiences

Formal Educational Experiences (Elementary School)

Deans came from working to middle class families. All described enough financial resources to have comfortable childhoods. All but one were public school educated in elementary and secondary schools. Parents seemed to value education and educational achievement although all were not

well educated themselves. (Those that were not, frequently were self-educated through reading or other forms of inquiry.)

This valuing of education is best illustrated by the following example of how one dean's father the family around to secure the best education possible for them.

I started school in _____ county. When my sister and my brothers got into what we now refer to as middle school, or junior high school, and my sister and my brothers in high school, my Dad felt it was important that we have better education than was being provided in the small community schools where we lived. So, he packed my mother up and took her to _____ and left her there where my brothers enrolled in high school and my sister must have been in tenth grade or ninth grade, or something like that, but I was just starting school. So, I started school in _____ which was the county seat and was supposedly a good school.

Later, during high school, she was sent to stay with her married brother in a larger city, so that she could take advantage of all the facilities of a larger school.

Four of the six deans identified the importance of the educational experience throughout their lives and were very good students. The other two deans focused more on extra-curricular activities during elementary and secondary schools and found their success in this way (to be discussed under Informal Educational Experiences.)

Of the four, one talked about how much she loved to go to school during her childhood, "I would just be sad if I had to miss a day of school. I just didn't want to miss." Later she talked about the kind of student she was, "In high school,---I was an 'A' student and made the honor roll. I graduated as valedictorian of my class."

Another talked about how well she did academically in elementary school, "All through grade school I had straight E's. E was the highest grade--works up to her ability and all these remarks."

One of the deans felt she had an exceptional elementary school experience, not only because of the exceptional teachers she talked about under School Related Significant Others, but because of the experiences she had which enriched the formal curriculum:

In school, I was taken to New York or Washington or the Franklin Institute in Philadelphia. We were taken to the opera at the Old Met as part of our music appreciation. My town was a small blue collar working town. It is not the kind of town where the kids are very privileged or the school system is very privileged.

Other deans were involved in music lessons, choral performances, and school plays during childhood. One said she remembered dancing to, "---'Creole Baby' whatever that

was. Oil cloth outfits and such. In a school play, I was a nymph once, with this sheer stuff floating around."

These experiences were part of the formal school curriculum which provided the opportunity for these children to achieve the developmental task of initiative through trying new things and experiencing success.

In high school the formal education for these four continued to be important. The one dean who did not attend public school described the quality of the curriculum she experienced in high school:

I remember that class would start at 8:30 in the morning; we'd be there until 4:00 o'clock in the afternoon and then we'd have four hours of homework. We all said nobody from the academy ever got into trouble because we never had time to get into trouble. It was very rigid disciplined kind of place. I look at curriculum at some of the high schools now and ours was just so much better and so much more filled with structure and that kind of stuff.

The dean who had been sent to stay with her married brother, so she could get a better education in high school, described how saddened she was when she had to return home to help her family, after her father had been hurt in an accident. She described what she felt about this lost opportunity:

I had a Spanish teacher who was just fantastic and I'm sure would have made a great deal of difference if I had been able to stay with her. I was taking speech, music appreciation, all of those things I really hungered to take that were not available in our high school.

Two of the six deans did not value education during elementary and secondary school. One valued her social life and popularity more. As she said, "In high school,---I was not a terribly good student. I did o.k. but kind of erratic. I was much more interested in having a good time and I did, I really did!"

The sixth dean, indicated that many in elementary and high school would be surprised she was a dean, "I said I matured late. I think a number of my high school teachers were surprised that I, of all the people that they taught in high school, went on to get a doctorate."

Informal Educational Experiences
(Elementary and High School)

Two deans were achievers but more so through informal educational activities that were school related like public speaking, band, and sports. One said:

I was active in band. I was active in public speaking. The Women's Christian Temperance Union sponsored one of our school public speaking contests. I had four or five awards from the WCTU. I don't think of them often as I go to a happy hour. I can remember giving the Gettysburg Address in high school in my band uniform. In regular band I played trumpet, and in marching band I played bass drum. We traveled with the band and also with the choral groups with which I sang. There was a State Teachers College about twenty-five to thirty miles away from us. They had a strong music program, and so there were musical contests. The band also played on the Fourth of July and Memorial Day.

The second dean's area of achievement during elementary school and secondary school was through sports. She said:

. . . in the seventh and eighth grade, in the school that I went to, we had sort of intramural games, basketball and handball--handball--I don't mean handball where you bang it up against the wall--but I mean handball like baseball. The girls played against the girls, and the boys played against the boys; and there were well organized programs at lunch time in the school where I went. I would always be the captain of the team, and I probably was the best player on the team, better in basketball than handball.

The participation in these informal educational experiences provided these two deans with the feeling of success that the others found through their academic work. These informal or extra-curricular activities helped these deans to meet their developmental needs and negotiate the tasks necessary to form strong identities.

In elementary school, many of the extra-curricular activities associated with their formal education facilitated ego development. These experiences allowed the deans to try new things, experience success and to function competitively and cooperatively with their peer group.

Many of the deans recalled being in leadership positions as early as elementary school. One dean noted, looking back:

I can't really identify specifics, but it seems to me that I was engaged in some kind of semi-leadership position up through the grades. I remember being active in 4H. I was sort of a leader in that group, too. That's about as much as I can reconstruct.

Another noted her enjoyment of leadership, even back in elementary school:

As far back as I can remember, I mean for example, as a kid in elementary school, I frequently would wind up in leadership positions and I always enjoyed that. I don't think leaders are born, but I think that it's easier for some people than for other people. I think I had some natural inclination toward those kinds of positions.

She continued with this example:

In grammar school, the big thing that you could do was to be a safety patrol. I finally got on. I can't remember how it happened. I think a teacher had to put you on. You didn't get elected to it. I had been elected to student government several times, but I never saw that as being as prestigious as being on the safety patrol. I had power. I wanted to be in control. When I finally did get on the safety patrol, I wound up being captain of the safety patrol and captain of all these teams.

During high school, the leadership in informal educational activities continued:

We had a Chemistry Club and a History Club, also a sorority in high school. I was president, or at least an officer, in all of them. There's always been that kind of thing: the school newspaper, basketball. I got into basketball in high school. I have a couple of trophies from that. There was always something to go and do.

And another:

I was on the yearbook staff in high school. The school was a big public high school, and there was decidedly a group who ran it. Everyone just called it the 'clique.' Occasionally, there would be a few juniors in it, but it was mostly seniors, boys and girls, but there was a girls' clique and a boys' clique and they sort of came together. That clique was made up of essentially two clubs in the school, and one of those clubs was called the Senior Twelve, and obviously there were only twelve people in the club. They were the kids with the really high averages, and they had to have some extra curricular activities, but basically it was their average. Then, there was another group that had a larger membership. I don't remember how many.

It was just called _____ and there was no number in the title. That was just the opposite. These were kids who had a lot of extra curricular activities and had decent averages. Needless to say, I was in this group.

Only one dean described not really getting into leadership until she was in her diploma program. All others were in some type of leadership in school throughout all of their educational experiences.

Formal Educational Experiences (Post Secondary)

After high school, five of the six deans attended diploma nursing schools. The older deans were subjected to the rigid discipline of these programs (which will be discussed later in this Chapter.) Their choice of diploma schools were affected by geography (what was available to them in rural areas), the career modeling of friends, and influentials who were diploma school graduates and the attraction to the particularly historic diploma school program. The sixth dean entered a religious order, where she attended a baccalaureate nursing program.

The older deans (50s and 60s), described very traditional diploma school systems, which were typical of the era in which they were educated. There was an orientation toward providing a service for the hospital.

Two described their experiences in these examples:

You see, I graduated in 19xx. Well, you know the caste system that was used at that time. This lady that I mentioned, Miss _____, was the superintendent. We worked six days a week, split-shift usually, and it was pretty tough. You were lucky if you got a few hours of sleep during the day. Who cared? We were just workers, anyway.

The other said:

I live to tell the story about how we worked the split shift 7 to 11 in nursing school. During one of the shifts, we would be assigned to take the clean laundry out of the laundry hampers and put it on the shelves. The next time around, we would take it off the shelves and put it on the stretchers to take it to the rooms.

We had an educational building connected to the hospital and students were assigned the responsibility for a little kitchenette area in the entrance. One time that was my responsibility and somehow the lights got left on and the result of that was that I worked in the hospital two days following graduation to make up for that sin. All sorts of punishment was meted out in terms of days to be worked after graduation.

Another talked about an experience she had with an irrational operating room supervisor:

My very first specialty experience was in the operating room. You couldn't, to this day, get me into an operating room unless I was unconscious and going to be operated on. I hated it with a passion. I hated the supervisor. I can't tell you one thing that I liked about the operating room experience. It was her. It was all because of her. She was incredible. She was a screamer and a hollerer. She was irrational and she

was an outright liar. I have very little tolerance for screamers and hollerers, and I don't have any for liars. So, I mean, it was a head-on clash. When you were in the operating room, you worked a twelve hour shift, so it was seven-thirty to seven-thirty. They didn't have anybody there to do the clean up. We had to do all the cleaning up and all that business. We had to polish the stainless steel sink with ether, and we had to lie down on the floor under the sink and do the pipes--and all of that was done after you were finished working. I guess there are a lot of things I can remember. I can remember how she used to play up to the doctors, and she chewed me up in order to make herself look good to the doctors. The other thing was that she always screamed. She'd always get you at the end of the day and line you up. I guess there would be seven or eight of us in there at the same time, and she would go right down the line and pick you out one by one and scream about whatever she was going to scream about that day. I remember one time there was some--gee, as I look back maybe they were having a J.C.A.H. visit--I don't know what they were doing. There were some people coming through the hospital and I was under the sink doing the pipes, which was a daily occurrence. She went through with the visitors and she said, 'The cleaning crew is off today and so the students have to pick up.'

Although there is no doubt that the diploma school experiences of the older deans were quite traditional, rigid, and not highly humanatarian (as described by them), these experiences were ego strengthening in the sense that they survived. There were positive aspects of the diploma programs, also. One of the younger deans that attended a diploma school of nursing was not subjected to the rigidity that many of the older deans described. She saw her program

as ego building in the sense that the students saw themselves as special:

We thought we were very special and that it was important to be students at _____. They had something then that I wish I could capture for education today. I think that was an enormously ego building and confidence building experience. You realize, at least some of us saw ourselves as a natural extension of those early leaders who were not just good for _____, but for all of nursing. It had a great influence on where I went to graduate school. If _____ went to _____ College, then I guess I had better go there, too.

The dean that attended the four year baccalaureate nursing program thought that her program was very special and ego building, too. She felt that the college as a woman's college, allowed the students to excel without worrying about what others were thinking about them. This notion is supportive of the development of female identity independent of male relationships. As she said:

One thing that's very interesting about the college I went to. It was a very small, all Catholic girls' college. Our student/faculty ratio of clinical staff was 4 to one. Out of the two hundred graduates that the nursing program put out during its existence, 20 of us have Doctorates, and _____, the lady at _____ who does contracting stuff, she's one of the alum. We're always talking about how we have to get together and find out what made that place so special because they obviously were one of the more successful baccalaureate programs that was ever envisioned. _____ and I think it's because it was very much like some of the old black universities that the real black

leadership has come out of like _____. We think it's because you're just more comfortable at that age with people who you don't have to worry about what they're thinking about you. You know, you could be a bright woman in that place; and you had some male teachers, but you had only women in the school. In some peculiar ways, those little ghetto type schools were helpful for at least some people.

So, the educational experiences that these women had during early adult transition were both ego building and strengthening. These women were in contact mostly with other women as they formulated their personal identities and began to establish professional identities as competent nurses.

Informal Educational Experiences (Post Secondary)

The one dean who did not describe much of a leadership role previously began to establish herself in this role in the diploma school through her informal educational experiences:

. . . I did manage the basketball team. I didn't play but I was the manager and I also was the president of the student nurse group and was their representative to the National Student Nurse Convention.

The five who attended a diploma schools were employed in health agencies or schools after graduation. Before

long, it became clear to them that they needed additional educational credentials.

Formal Educational Experiences (Higher Education)

Two of the deans were involved in teaching while they were getting their baccalaureate degree. One used the baccalaureate as a stepping stone to the master's degree program. One of the deans that had not previously been interested in academics described her experience:

. . . after I finished nursing school, I worked a year and went back to school at _____ University. When I started in the baccalaureate program, I was working full time and going to school full time; and for at least one year, I was working nights and going to school days.

. . . So I taught the practical nurse program, worked on the med-surg floor, and relieved the night supervisor at another hospital. The only good I see coming out of it is that it just got me to a point where I had the preparation to get into graduate school.

My second year at _____, I was teaching in this diploma program. Oh, I know. That's right, I guess I was doing clinical instruction in the evening. Then in the summer, I would work in the daytime. So then when I graduated from _____ (I graduated in 19xx), and that year I taught in the _____ diploma program, full time, in the daytime, and did things other than just the clinical stuff. I did that for that year. The next year I went to the master's program.

I got a lot of positive feedback from that experience--from the students, from the staff. That's probably why I continued.

So, the support and encouragement from others motivated her towards graduate school during young adulthood, where she had great success:

I really wanted to go to _____ University. It was my first choice school, and I was really pleased to be accepted there; and I just made up my mind that I was going to spend at least ninety-eight percent of my time concentrating on that program and I did. I did very well in the educational program and loved it. I loved _____ University, loved the program, loved the people. That certainly was a significant experience, now that I hear myself saying that.

Two others were involved in work settings where it was necessary to get college credits; one to get certification and the other to receive salary increases. The first of the two was the second dean who did not value academic success in high school. She discussed how she became hooked back into academia and motivated to continue her education. She was a nurse teacher who went back to school to meet certification requirements. However, something went awry and her G.I. Benefits and her love of a challenge took over:

. . .they had certification requirements and I have forgotten the exact number of credits, twenty-one or something, you know some amount of courses. I went to _____ University in the summers and got those courses. I recall vividly, and I've used this example many times, that I came to the end of what I thought was the certification requirements, only to find out that one of my advisors had goofed. They had not seen to it

that I had gotten one of the courses that was required for certification. My ADVISOR goofed. Do you get the message? Well, I didn't have any responsibility. So, this is how I felt. So, I'll spite them. I still have the G.I. Bill, I'll fool them and get a degree. I recall from whence I came was to spite them. So I went on to get a degree in Public Health Nursing.

Although her motivation for getting the degree was to "spite them", the relationship she established with the dean of this program (described on page 142) "really built my self esteem" and along with the support of the president of the college, where she was employed in the Student Health Services, encouraged her to move on to the masters.

The fourth dean was employed in a service setting that had educational requirements for each salary increase:

I remained a staff nurse for a very short time before I was promoted to head nurse and then to supervisor and then to in-service director and all of this without any additional pay. The professional board that reviews all nurses who are eligible for a promotion (you know in the VA they have grades, Junior Grade, Associate Grade, Senior Grade) were so apologetic in telling me that I was doing a great job at what I was doing but they were sorry they couldn't increase my salary because of my credentials. In order to move to the next grade, fifteen hours of course work beyond my diploma was required. Well, by the time I got those, I was eligible for another grade, so I went back and got fifteen more and got those promotions. By that time, I was teaching, supervising, and administrating everything and I was also going to school.

This dean took several years to finish her degree but the next year moved directly to the master's.

The fifth dean was probably motivated to continue her education intrinsically and as a result of some maternal pressure:

After I graduated from _____, I remember my mother saying, and it probably was a little bit of psychology that she was using, 'Well, there is one thing that I have that you don't have, and that is a college degree.' I graduated from the nursing program in September and by the next February, I was back at _____ University studying full time for my bachelor's degree.

She moved quickly through her degree program and back into a home health employment setting. Her motivation for graduate school is documented under Occupational Experiences on page 181.

As these deans described their baccalaureate experiences, it was used more as a vehicle into graduate education than an end in itself. One of the five described getting three "terminal degrees." That is, within the profession in the early 50s the baccalaureate was viewed as the terminal degree, in the 60s the masters and in the 70s the doctorate. Any significance that these deans described in baccalaureate education was more related to the general

education component. A couple described themselves as "angry RNs."

All completed their baccalaureate and within two years, were enrolled or had completed a master's program. There were a number of factors that probably explain this change in their attitude toward their education.

One significant factor in the deans' master's programs (some for the doctorate) was financial aid. One had G.I. benefits, two had N.L.N. Scholarships, and others had assistantships, traineeships, etc., which supported their study. This freed some who had worked full time while going to school to focus their attention on their education.

Graduate education was identified as important both in the people that the deans met and also in the content of their courses:

I think it probably was the first time that I ever really studied and really got into it. So, I didn't have any good study habits and I had to develop them at the masters level. There was a lot of work. I mean a lot of work that was very time consuming and required a lot of self-discipline from the working and going to school kind of thing but I mean for academics. I really developed all that. I really liked it. I was interested in the subject matter. It was much more specialized than what I was used to but it was not a major problem to get myself disciplined to do it. I enjoyed it. I worked all day and late into the night on school work. It was the only time in my history that I've ever done that.

Another talked about the fine courses she had:

I got additional kinds of courses from the scholastics there and brilliant, brilliant people on that faculty. I got some good research courses. I got a social psychology course that was just an outstanding course from a lay teacher.

Those that came from administrative backgrounds felt this coursework was exceptionally helpful in their present positions.

Informal Educational Experiences (Higher Education)

Other deans talked about informal educational experiences that they had through graduate faculty. One example is provided here:

She was good to the students. She would have you over to dinner now and then and have little Sunday gatherings. I remember that she would always have some nurse leader there and so the students would get to interact with that person. I remember in 19xx I got to go to dinner and the theater with _____. Of course, it was the University's theater, but it was good theater. One time I went with _____ and her. So, I remember that she was good at trying to get the students involved with nurse leaders. She would bring them around and get them in a social setting with them. That was a big thing.

Another dean talked about the interaction with classmates in graduate school which was different than what she had experienced previously:

I think this is one of my great experiences; the people that I had an opportunity to socialize with and interact with and we were from all different walks of life and different ethnic origins which never once came into play with any of us. I had gone to all black elementary schools. _____ University was probably my first non-black institution.

Other deans talked about the informal educational experiences in graduate school that involved leadership.

Two examples follow:

I guess in the sense that I always seem to get into leadership positions, I wound up being president of the dorm and president of the _____ Society which is kind of a student professional organization in nursing school.

And:

I guess just being a big mouth in 19xx, we began to do a lot of curriculum revision here. At that point, I was president of the doctoral thesis orientation. I was on the committee that redid the curriculum. I suppose, just over the years, I emerged as a leader.

All deans made the most of their graduate educational experiences. All believed that their educational experiences were important in their present functioning as deans. One assumed the deanship prior to her completing the doctoral degree.

Kinds of Occupational Experiences

The domain, kinds of occupational experiences, contains two taxonomies: Nursing Service Experiences and Nursing Education Experiences. The major attributes of this domain were related to the leadership opportunities that the deans experienced which were job related. Career modeling did occur during their occupational experiences, but this has already been discussed in the section of this Chapter that focused on Significant Others.

All of the participants had occupational experiences in either nursing service or nursing education that either prepared them for or were transferable to the deanship.

Three of the six deans held staff nurse positions in nursing service in their early careers. None remained in those positions for very long (no more than two years) before they moved either back into the educational system for further education or they moved up in the nursing service hierarchy. Of the other three, one began her professional career as a nursing arts instructor, another a school nurse teacher, and the third moved right into nursing service administration after an administrative internship which she had immediately post baccalaureate.

Nursing Service Experiences

The nursing service experience served as motivation for going back to school to either provide the education to change the system or to prepare them for a career outside the system, i.e., higher education.

The dean who had been extrinsically motivated by her mother and intrinsically motivated (by her own desire to learn), returned to school to get her baccalaureate within a year. During that year, she worked as a staff nurse in the hospital and as a clinical instructor in that hospital during summer vacations from college. Post baccalaureate she worked in another nursing service position in home health care. As she said:

I was there for awhile; I needed to do more than that. I also knew that hospitals were not for me. So, it was my intention then to go to graduate school. I went in initially thinking, 'I need to be in charge of this home health business. Somebody needs to straighten these nurses out.'

One dean identified the nursing service experience that she had as preparatory for administration of nursing service or nursing education:

. . . then I left and went to work in _____ at the Veteran's Administration Hospital. There, I suppose, I had the best experience in terms of administration, supervision, teaching, whatever because the Veteran's Administration made it possible for their staff nurses to get all kinds of experience.

Another talked about how transferable she thought administrative experiences were between the two areas:

I had a friend, who for years, was director of nursing at _____ County Medical Center. We used to do consultations for one another with the basic notion being bureaucracy is bureaucracy. To me, nursing service administration and nursing education administration are very transferable. It's very helpful. I could tell her my problems and she could just know--that you're running into personality here, you're running into ego, that person doesn't sound too competent, maybe you want to try to get around them, that one sounds to me like he's trying to put you down--we just could do that for one another and it was a great help.

Nursing Education Experiences

Four of the participants moved to the deanship through the academic ranks. These four not only had the experience of developing as teachers in nursing education, but the opportunity to be socialized in the higher education system. Many described, in detail, how they improved as teachers, became involved in university committees, grant writing, etc. These four deans were in their 40s and 50s. Of the

two in their 60s, one moved directly into the deanship, when she completed her doctorate and the other was director of nursing service and when a new baccalaureate program was started in that medical complex, she was given a joint appointment and became dean of the school of nursing.

The four who came up through the academic ranks felt that was important. One said:

I did not have any formal administrative duties. We did not have a very strong leadership in the department at the time so a lot of what faculty don't usually do, we were doing. A couple of us were dumb enough (I guess people would say today) to pick up and do what we thought needed to be done. I got a lot of experience that way. It is not that they were administrative jobs in nature [administrative tasks taken on by a faculty member]. An awful lot of planning this conference and that conference. Typically, in a straight faculty position, you might not have as much of that. Since there was no one else to do it, we did it. I had good experiences within the university. I was on a number of university committees with a lot of people. Some of them had been my teachers, others I had gotten to know as colleagues. So, I had a lot of interactions with people in other departments. I always viewed myself, and continue to view myself, as a person who is in higher education and happens to be a nurse whose subject matter is nursing rather than a nurse who just happens to be working in higher education.

This view was typical of only this dean although as has been mentioned previously, those who had been prepared in higher education and administration as a degree focus, felt

this was more important and valuable than the dean who had been prepared for a research focus.

Another focused on developing as a good teacher:

I was on the faculty in the nursing administration program here for six years and I taught the nursing education administration courses which we don't have anymore, but we did then at the master's level. I also taught the course in Organizational Theory, taught a course in Cases and Concepts, Administration, and another in Organizational Development. I was in the job for six years and then in the seventh, I became a dean. I became very good at teaching. When I was on the faculty, I definitely had a reputation of being one of the best teachers in the school. I loved it. I knew the content, I understood it, and I kept my finger in the consulting end to have good, solid, realistic examples to present in class. I've always had a good relationship with students. I guess I require that positive feedback. I respond poorly to negative motivation. That's not unusual. I think positive feedback really stirs me on.

The four deans developed in their faculty role and became part of the informal leadership group in their schools. The other two deans, one who went directly from the doctoral program to the deans's position (without any experience in teaching in higher education) and the nursing service administrator, who accepted a dual appointment as dean when a school of nursing was started within the university hospital system, relied heavily on their doctoral programs and other administrative experiences that they had.

Both of these deans were in the 60 age cohort and assumed the deanship in the 50's and 60's. Today, search committees look for both baccalaureate teaching experience and previous administrative experience.

Four of the five deans were involved in professional leadership during these occupational experiences in nursing either through political appointment or service and educational leadership in professional organizations prior to the deanship. Two examples follow. One said, "I was appointed to the Nurses' Examining Board at various times and then was elected Board President." Another discussed how she was free after the doctorate to be involved in leadership professionally:

I got my dissertation published and I started to give papers and so that kind of activity began to blossom. I cut my teeth in District _____ of the _____ NA and I served on the board there as a young doctoral person, and some of the people that I mentioned earlier served with me--a lot of strong people were on the board, but people who were still learning the ropes. We became delegates to the convention and got very active in the state and one thing led to another and I think we reinforced each others socialization and professionalism and the majority of us had finished our doctorates so we were free to do this sort of thing.

This exposure was important. These deans became known locally, regionally, and some nationally, so that their

professional exposure put them in touch with professional networks who might later be helpful.

Kinds of Personal Events

Family Birth Rank

Family birth rank placed these deans in situations during their early socialization which seemed to have prepared them for leadership positions.

Three out of the six deans interviewed were first or only children. Two were only children and became the central focus of their parental attention. Of these two, one's father was absent from home a great deal, which intensified her relationship with her mother. She did everything with her mother (see section on Significant Others, page 126. The other dean was brought up in an adult world. She too did everything with her parents. The third was the oldest of a large family. Her mother became ill when she was nine and she was left for a protracted period of time to be responsible for her brothers and sisters:

I think being over responsible and the oldest, it was inevitable that I was going to end up doing something like this. I don't think I stood much of a chance, quite frankly, from age seven or eight, in terms of doing that.

Well, I'm the oldest of four. There's me, my younger sister, and my two younger brothers. My youngest brother came along when I was eleven. My mother was supposed to have a hysterectomy, but being a good Catholic, she felt she couldn't. She just kept putting it off and putting it off and finally she gave birth to my baby brother. The delivery was so long and difficult that the ureter separated from the kidney. She was in such bad shape at that point, the physician who had been experimenting replacing ureters without surgery, took over. I ended up, at 11, with a brand new baby, the other siblings, and a father who was a workaholic. I also got my dog out of that, a big beautiful collie. If I had to stay home and take care of all these babies, and do my homework, I had to have a dog. By the time my mother got home, I had discovered that I could live without a mother but that I couldn't live without my dog. So, I think that kind of thing was certainly a shaping experience by taking over the management of the house, the shopping, the cleaning, and all that kind of stuff.

This pattern of being placed in a position where she had to assume more responsibility than was appropriate for her age continued. She said:

Mary, my sister, when she was six, was hit by a car and hospitalized for three or four months, real bad shape. Mom spent most of the time with her and my father was doing a lot of traveling at that point. I would say that somewhere around 9 or 10, I moved into a much more parental role, visa vie, the family, and probably stayed in that, I don't know, about 10 years?

In adolescence, the responsibility continued. She discussed her behavior:

I tended to be just more a moody adolescent than acting out and getting into trouble. Part of the issue with me was my mom being sick and then dad got cataracts, traumatic cataracts. I had to learn to drive at 13 and had a license from that time. I had special permission. There was a whole period where dad could get to work, but I had to drive him to a point where he got picked up by somebody to go to work.

Having so much responsibility structured choices that she made during early adult transition. She made the decision to enter a religious order. She remained in the order for nine years and left while she was getting her master's degree at _____ University. In speaking about the decision to enter religious life, she said:

I chose religious life, I think, because having had all that parental responsibility and all that kind of stuff too young, I just think that I didn't want to get married. If you went to college, then you got married. I just took the only other option that, at that point in time, was available. I think it was probably good because the other option would have been to have gotten married and had five kids and be miserable ten years later. So, it was probably, in its own escapist way, not a bad solution. It sure beat the other options.

She admitted resenting the responsibility to a certain extent. As an adult, she became able to extricate herself from it all:

I kind of got my brother, who was the youngest, on his own which is the way it should be in Irish-Catholic families, you know? He loved it. He loved it. I had just decided that I had to quit being mother to everybody when mother called and was worried about something to do with my brother. I thought, 'This is your opportunity. If you want out, do it.' So, I poured a glass of scotch and took a drink and I said to her, 'I can't help you. I don't know what to do myself,' and I hung up. Five minutes later I had a call from my brother. He had solved the problem and wanted to know what the hell was wrong with me. I told him that I just really couldn't have helped in that situation, so he took over and he's been doing fine since. Now we're all much more equal, I guess, than we had been previously.

This dean learned to take charge at a very early age because of a series of family crises, which left her, the oldest, responsible. She entered the convent, at least in part, to get away from all the responsibility according to her account. However, the fact that she was the oldest child in this family placed her in multiple situations in which she had to be in charge and structured her leadership behavior from age nine.

The other three deans, although not first and/or only children, were cast in that family position by individual circumstances. Examples of this follow. One dean, who was the youngest of seven children, was just enough older than her eldest sister's children to become the leader of her nieces and nephews. This close relationship with them

continued throughout her life and their relationships were a source of pleasure to her. She believed that the fact she remained single fostered their relationship as they could come and spend time with her as she moved around the country when she made her career moves. In discussing this, she said:

One of the things that I recall is that I was just enough older than my nieces and nephews so that I took on a leadership role with them. I know that as the years went on and there were more nieces and nephews, then I was really a 'big sister,' a babysitter. My oldest sister is seventeen years older than I. The first three children were two years apart. Then it was about three years. Then there were two boys, three years apart and then it was a little bit longer and there were the two girls.

The sixth and last dean had one older brother. She described their relationship as very close; however, she gave little information about their relationship growing up. From what she described, she seemed to be the number one child, and at least during her high school years, was the only child at home:

In high school, it was the same thing. I was an 'A' student and made the honor roll. I graduated as valedictorian of my class. . . .my brother did start frequenting the pool hall and cutting class and so forth

and so he finally did drop out of school. He didn't graduate from high school and he was sent to our father's to live. He eventually returned and ended up retiring from the police department in _____ City in 19xx.

Another dean, who also was the youngest, said she never really got to be the baby in her family. Her married siblings and their families lived at home at one time or another.

In describing her family experiences, she talked about a global sense of family and being rooted in family. Probably, the one most significant experience in her family life, however, that made her more like an only child, was the relationship that she had with her father. She talked not of what they (the siblings) did together but of what she did with her dad (this was probably because the siblings were quite a bit older).

I told you I spent a lot of time with my dad on the rural route even when I was a baby and growing up. So, a lot of my values were his values. He was a teacher, he was an absolute teacher all the time. Teaching me constantly, all the time.

Summary

Deans' life/career pathways were resplendant with relationships and experiences which structured both their

personal and professional identities. Each individual is born with certain inherent characteristics. The development of these characteristics is structured by the relationships and experiences that one has in one's life. Lewis (1981) recommended the study of early socialization experiences of nursing deans to provide an explanatory base for the development of these personal characteristics. The successful women in a recent study of doctorally prepared nurses indicated that they believed their personal characteristics were important in their success (Zimmerman & Yeaworth, 1986).

Of the 29 deans surveyed in this study, 82.8 percent believed their personal characteristics were significant in their life/career pathway to the deanship. Certain characteristics of the deans studied were identified in the interview data and validated by the researcher's personal impressions recorded in the field notes.

One of the characteristics that seemed clear during the interviews was the sense of humor of the deans and their ability to laugh at themselves. The humor was implied in their words, expressions, and non-verbal behavior. One dean said it quite explicitly, "I think humor is a very important

ingredient for an administrator. I think being able to laugh at yourself is important."

Another characteristic that was common to the deans interviewed was that they could be reasonably tough when they had to be. Four had come out of diploma programs in which they had been trained in rigid systems, where they worked long hours, and had to be reasonably tough to survive. Others worked long hours to make enough money to go to school and get a degree. Five of the six learned to cope with adversity in their families or in the diploma school situation. This behavior is evident in some of their speech and some of what they have done. One said:

I think I've believed for a long time that educational administration and nursing administration needs to be conducted in a business-like way. There are certain goals and objectives to achieve, and there are certain principles and certain theories that you can implement in whatever you're doing. The administrator is not a social worker. I think I'm very much aware of individual needs. Sometimes you cannot let them get in the way. I feel that you have to be reasonable (especially in a big organization) hard-nosed about things and then soften up a bit rather than the other way around.

Another, when she was talking about how she had handled a colleague, demonstrated this same type of behavior:

I finished my doctorate in 19xx and was appointed as director of nursing in the same month and went through the year making changes. A lot of people in administration were drawing a lot of salary but were doing nothing but sitting behind desks and people who were not qualified were out there running the hospital. Not Ms. _____, but the people she inherited had the philosophy that the assistant directors did not need to be visible out on the patient floors. They thought that was why we had highly paid supervisors. Well, it was true that they were highly paid because of our pay system, but they didn't have the education that was commensurate with the responsibility. I did a little reorganizing and I think it frightened one of the assistant directors. They had moved her to a position called deputy director. She had been in control until we got a director, then she went back to her assistant position doing nothing. Then they exercised the Peter Principle. They put her in a category called deputy director. Well, when I became director (Of course, we had always been friendly.), she kept telling me that she didn't want to go out there on those wards and let's have some coffee. All she did from the time that she got there until the time that she went home was file her nails, drink coffee, and put in eye drops. Now, that is being truthful. That just blew my mind and I had not developed enough sensitivity to bring it to a screeching halt, so I tried to handle it very tactfully. She had been very good to me. In fact, I think she had been responsible for my being elevated to all these different assistant positions. She didn't teach me anything, she just caused me to move upward. I felt the best thing to do was to let them know that I thought that all of our functions were overlapping (there were four of us in that office). I said, 'Let's list everything that we do. We'll take a look at it and then we'll let a reviewer come in and redefine these positions so we can move ahead.' I think this frightened her because the next thing that I knew, the Personnel Office was notifying me that she was retiring. They had not discussed it with me, but she had friends in the Personnel Office and so she retired. I never even saw her again.

All deans were well spoken and articulate. They all were able to communicate their thoughts and ideas well, although some were better historians (i.e., recalling details) than others. All had the courage of their convictions and could speak their mind. All of the deans interviewed had been involved in some type of public performance be it drama or public speaking. This may have helped to develop this characteristic. One even noted:

I have always said when people ask me, 'If you weren't a dean, what would you be?', that 'I can't think of anything else that would be terribly exciting except being a character actress.' I would love to be an actress and I have always thought that would be great fun.

These skills were preparatory for the role that they all assumed. Being an articulate and convincing speaker is an important aspect of the dean's role both within and without the university.

All of the deans were hard working. They had seen role models of this type of behavior beginning in their families and throughout their careers in the significant people who touched their lives. Many examples have already been used in previous text related to the diligence of their parents

and themselves as they moved through their careers. When in school (referring to she and her roommate), one dean said:

We had some good times and we did a lot of things in _____ and certainly had enough recreation that was coupled with school, but we were both pretty diligent students. I can remember we were so routinized that at night after dinner, she used to sit in one corner of the apartment in one chair and I in the other and we would study.

Hard work was a fact of life and was a factor in moving them through their careers. It would seem, that at least to some extent, their careers impacted on the development of other aspects of their lives. To some extent, this was more typical of the unmarried deans but only in the sense that for the married deans, their family forced them to structure their lives differently. They still had to work hard and had virtually no personal time.

All of the participants were bright women and had been influenced, to some degree, by a series of bright women in their families and throughout their careers. As one said, "I think probably the biggest thing now that I think about my life is the fairly strong history of intelligent women."

The origin of many of the personal characteristics that deans have identified as important in their career success,

were documented in the data of this study. Many of the characteristics observed in the deans were the same characteristics that they identified in the significant others identified as important in their pathway to the nursing deanship.

CHAPTER 4

SUMMARY, CONCLUSIONS, AND IMPLICATIONS

This study described deans of nursing programs perspectives on the experiences and relationships that were important in their pathway to the deanship. This chapter presents a summary and discussion of: (1) the quantitative data collected through a survey of 29, (2) a summary and discussion of patterns identified in the lives of 6 of the 29 who participated in the life history interviews, and (3) a summary and discussion of the applicability of the Erikson-Levinson developmental model to the lives of the six deans interviewed. Conclusions based on these summaries, as well as recommendations for involved groups and further study, are included.

Summary of Survey Data

This summary deals first with the data from the 29 deans. The modal dean in the group survey was 51 to 55 years of age, married, had been public school educated in elementary and secondary school and attended private nursing schools, colleges, and graduate schools. The modal dean had a non-nursing doctorate and had six to eight years of administrative experience prior to assuming the deanship. Their mothers had a high school education and their fathers

had some college. The mothers of the modal dean were never employed outside the home. In family birth rank they were first and only children. In terms of childhood activities, they preferred a solitary activity (biking). The modal dean had a mentor (although one does not know their definition of mentoring) and they felt that the most significant factor in their life/career pathway to the deanship was their educational experiences. Differences between the sample and sub-sample in survey data have already been discussed in Chapter 3.

Summary of the Data from the Sub-Sample

The six participants in the life history interviews identified four major domains as important in their life/career pathways: (1) significant others, (2) educational experiences, (3) occupational experiences, and (4) personal events. The attributes of each of these domains were also identified. Participants identified family members, school related significant others (teachers, advisors, coaches, nurses), personal friends (adult friends, neighbors, age-mates), professional colleagues and persons connected with the choice of nursing as a career in the domain of significant others. These relationships provided

these deans with support, encouragement, and information about their education and occupation, as well as role modeling personal behaviors and characteristics of successful administrators. Some of these significant others served as quasi-mentors or guides by giving career advice, direction or specific help in moving up the career ladder. These were not long term relationships or established for this purpose; but sponsorship was provided by teachers, advisors, supervisors, physicians, college presidents with whom the dean came in contact in their life/career path. These relationships did not meet the criteria defined by Levinson (1978) in that they lacked the emotional quality and lasted for a briefer period than two to three years. These quasi-mentors did teach, advise, guide, and assist the individual to move ahead for three of the six deans but these relationships lacked the longevity and emotional quality of a "true mentor" as defined by Riley and Wrench (1985) in Chapter 1. The evidence in this study was more supportive of Joseph's (1987) study of five men and one woman, in which he found no evidence of a single mentor relationship, as described by Levinson, but he concluded from the analysis of his data that multiple mini-mentors were more likely in early adulthood.

Experiences which were important to these deans were formal and informal educational experiences, nursing service and education, occupational opportunities and personal events like family birth rank. These experiences led to the development of ego strength and provided opportunities for leadership as early as elementary school. A major attribute of the dean's occupational experience was the development of leadership within the work place. The deans own behaviors, much like the role models that they admired, influenced their successful life/career paths to the nursing deanship. Family birth rank and family circumstances seemed to shape their leadership behavior. Although only half of the participants were first and/or only children, the life circumstances of the others placed them in a first and only position.

Themes

This section summarizes and discusses the themes identified in the qualitative data related to values, relationships, and leadership behaviors.

Values

The deans valued 1) education, and (2) achievement. These two values cut across more than two domains

(significant others, educational experiences, occupational experiences) and were patterns for the majority from childhood. However, two deans did not begin to value education until they began graduate work. They, unlike their peers, gained success through sports and other extracurricular activities like public speaking and band rather than academic achievement. These values of education and achievement were espoused by their parents, who were committed to education for their daughters, whether or not they themselves were highly educated. Some parents were self-educated, through reading and individual inquiry. Parents were models of achievement and hard work and held responsible occupational positions. Only one mother worked outside the home during childhood and adolescence. Two others held responsible positions before marriage. Parents were leaders in their children's schools, politics, churches and community groups. These values were reinforced by significant others like neighbors, teachers, advisors, coaches, physicians, and for one, during young adulthood, a college president.

The importance of achievement and education supports the previous research and writing concerning women (Auster & Auster, 1981; Chusmir, 1983; Diamond, 1978; Hennig

and Jardim, 1977). In the previously cited research the women were involved in sports which provided them with a desire to achieve; the support from both parents was important to their achievement and their education provided "legitimacy" needed for security, an important requirement of leadership.

Relationships

The importance of other women in the lives of these deans is one of the most significant themes in their life history data. These women with whom they had relationships served as role models. It was from these, as well as parents, that they learned behaviors needed for leadership behaviors such as commitment, work ethic, striving for excellence, sense of humor, risk-taking, intelligence, and commitment to education and scholarly pursuits. Women throughout the deans' lives provided support, encouragement, and information for making educational and occupational choices.

The strong theme of female-female relationships in this study of career women supports Morgan and Farber's (1982) reformulation of Erikson's (1968) theory of female identity during adolescence and young adulthood. According to Morgan

and Farber (1982), women who wished to pursue careers must look to women in their current environments, who have non-traditional views and values to counterbalance earlier mother-child identifications and to reinforce the emerging non-traditional identities. The women in the lives of these deans (mothers included) despite whether they were in traditional or non-traditional occupational roles, were highly significant in the development of the deans' personal identity and professional identity. They were intelligent, assertive, and risk takers who had the courage of their convictions.

The women in the development of the deans' professional identity (mostly teachers, advisors, colleagues) took on a "quasi" or "mini-mentoring" role. They were not "true mentors" in the sense described by Riley and Wrench (1985), Vance (1982) and Levinson (1978). However, they provided career modeling, direct support, encouragement, and advice. In a few instances, they actually moved people along in the organization. Men, for some of the deans, however, took on some of these roles. Fathers played a significant role in the early socialization of five deans. In addition, five of the six women did indicate that other male figures (physicians, teachers, and administrators) were important to them as either role models or quasi-mentors.

Leadership Behaviors

Another theme was related to the leadership behavior of the women studied. This theme was the development of early and progressive leadership (for five of the six deans), including liking to be in control or a desire to be in charge. Five of the six deans were involved in leadership beginning in childhood. The sixth dean began to take on leadership positions during Early Adult Transition through her activities in the Student Nurses' Association and management of a sports team. This theme of finding leadership supports Hennig and Jardim's (1977) conclusion that corporate women took leadership roles at an early age.

A part of this leadership theme was the desire or enjoyment of being in charge. One dean said she clearly enjoyed this. Another referred to being "in charge." In the description of her career life, she mentioned leaving situations that were out of her control to be "in charge" somewhere else or to get additional education, so that she'd be able to straighten things out. This pattern was clearer in some lives than others. One dean, when asked about this aspect of her life, could only relate one example in her career in which she needed to be "in charge". Overall, she did not feel this was a strong pattern in her life. Another

dean stated that this pattern was so much a part of her life and she was so good at it, that it was probably not apparent to others.

During five of the six the follow-up interviews, the themes were shared with the informants for verification; each supported the thematic analysis. In a number of cases where the theme was clear but did not seem to represent the individual dean's point of view, the area was explored by follow-up questions. In some cases, this produced new data, as discussed earlier. The sixth dean was unable to participate in the follow-up interview. Copies of the thematic analysis and her written life history were sent to her. A response was requested if there were areas of question or disagreement. No response was received.

Pattern variations existed among deans. These did not seem to cluster in any meaningful way, therefore they are assumed to be reflective of differences among people.

Erikson-Levinson Model

The findings of this study support the basic applicability of the Erikson-Levinson developmental model in studying career women although the model was originally descriptive of male experinece.

Childhood Stages (Erikson)

In Erikson's theory (1968), the first four stages of the child's development involve resolving developmental crises and incorporating ego qualities related to trust, autonomy, initiative, and industry. The basic assumption of the "epigenetic principle" is that each stage builds on the next, and that each stage must in part, be resolved in order to move on. Therefore, in this retrospective study of successful adults it was assumed that these stages were at least partially resolved. All were able to rely on constancy of care from the significant others in their early environment. Care was provided by at least one parent, extended family, neighbors, and friends. All appeared to be trusting individuals based on the number of interpersonal relationships they were able to form with others. Most parents allowed them considerable autonomy and this trend was continued in school where teachers allowed them to make responsible choices. In addition, they were involved in many church or school related activities. These activities provided additional opportunities for making choices, taking the initiative, and developing leadership. As they matured, all deans formed friendships with other children. One had a more difficult time with this, as she had been brought up in

an adult world and described her play relationships as "two ganging up on one," she being the one. Four of the six were academically industrious and received related honors and recognition. The other two were more involved in playing (sports) and service to the school.

All of the deans studied had developed tentative identities as they began young adulthood based on resolution of previous developmental crises and making occupational choices for adulthood. All of the deans experienced some type of crisis during adolescence. The period of adolescence was most difficult for the two younger deans. One experienced it as a "blur" because she was not interested in the things other kids liked, such as dancing, football games, and bonfires. The other dean described her adolescence as a "moody" time, where she spent a lot of time alone reading. The former brought closure to the adolescent period by making a choice contrary to her parents wishes, particularly her mother's; that is, she chose a diploma school of nursing rather than a college program. The latter dean closed the adolescent period by choosing to enter a religious order. She described having had it with the children business because she had virtually raised her brothers and sisters. In retrospect, she commented that she

thought it had been a good decision (or resolution of the identity crisis) based on what the other options were. The four remaining deans also described having had male-female relationships. One noted that most people did marry after high school but that she did not want that. Another dean had to leave her grandmother, whom she loved, at home to pursue her studies; this was a crisis for her. Of the other two, one had worked a year after high school to help her mother out when her stepfather was ill; the other dean had made her decision regarding nursing and the school she would attend when her mother had been a patient in a hospital with an associated school of nursing.

The First Adult Life Structure

Levinson Early Adult Transition (EAT) (17-22)

In Levinson's theory, the period between seventeen and twenty-two was one in which the young man "leaves home." He becomes independent and imagines what his life will be like in the adult world. This "Dream" of what he wants to be and do guides his choices in the future.

An educational environment provides many young people with the experience of "leaving home" in a partial or transitional way. All six of the female deans "left home"

during this transitional period. Five attended diploma schools of nursing to begin training for their careers and the sixth entered a religious order and attended a four year baccalaureate nursing program as part of her formation as a nun. The diploma school of nursing was the predominant educational route open to the women in their 50's and 60's. The "Dream" was occupational (nursing) and relational as nurse-patient relationships are at the heart of nursing.

One of the younger deans in her early 40's was attracted to a diploma program when she was 18 because of its history and prestige; not its curriculum. As she described it, it was the sense of history that the program provided, although her aversion to math and science was also a factor. Five of the six had occupational "Dreams" of being nurses or as one described it, a "head nurse." Since the nature of nursing involves people and relationships, there was also a relational aspect to their "Dreams".

This finding is contrary to Stewart's (1977) that women formed relational "Dreams", in contrast to the occupational "Dreams" formed by Levinson's men (1978). However, more recent research on women indicates a dual aspect to their dreams (Furst, 1982; Ogilvy, 1984). The sixth dean's "Dream" was more relational in nature, as she entered a

religious community and her "Dream" was in relationship to God and members of her community. During the follow-up interview, when asked if she could remember what her view of herself was in the adult world during this period, she said it was as a nun and that she thought that it was because "religious life was sort of timeless."

Early Adult Transition

Entering the Adult World (EAW) (22-28)

During this stage, Levinson's men needed to explore their world and to establish a structured place for themselves in the adult world. These two needs were often in conflict; thus, this was a time of stress. The young man built his initial life structure while balancing his needs with the new demands and expectations placed on him. All of the women in this study worked at their careers during this period. Some worked in hospitals, one in a school of nursing, and one in the military. They explored the world of nursing, looking for their place in it. These deans used further education as a means to establish themselves in the world of nursing. Five completed baccalaureate degrees and three went on to complete a master's in nursing or nursing education before this period drew to a close. All developed

provisional life structures and were trying to achieve success through them. None married; work seemed to be the central focus of their lives. Three described the stresses of working at their jobs and going to school. One "lived through" stress caused by changes in the Catholic church and religious life as a result of Vatican II. As a leader among those who moved for change in the church and her order, she earned disfavor and what she described as "banishment" to her least preferred assignment, that of operating room supervisor. By the end of this developmental period, she entered graduate school, probably beginning age 30 transition a year early.

Age Thirty Transition (ATT) (28-33)

Between the ages of 28 to 33, according to Levinson, the young man has an opportunity to evaluate his first life structure. He may marry during this period or even change wives, if already married, to be more consistent with his new life style. Three of the deans married during this period and had children.

One of the three had left the convent early in this transitional period, while in graduate school. She described spending two years being very active socially and

running day and night, while managing to complete her master's degree and function very well as a faculty member and a nurse therapist. She, more than any of the others, seemed to be using this era to work through, as Levinson (1978) says, the "unresolved conflicts of adolescence. . ." (p. 86). This dean, one of the three who married, completed her doctorate and had a baby before age thirty transition was completed. Another of the married deans completed her baccalaureate and had two children during this transition. At its completion, she moved across the country with her family, enrolled in graduate school, and took a job in nursing service administration. The third married and remained at home during the latter three years of this period to have and care for her children. Of the deans who remained single, one completed her master's degree in nursing education and moved from instructor to assistant professor in rank, one completed her doctorate and began learning the faculty role experientially through teaching, professional organization involvement, and professional scholarship; and the third changed her focus from public health and school nurse teaching to nursing education. She completed a master's degree and enrolled in a doctoral program by the end of this transition period. For all of

the participants, not unlike Levinson's men, age 30 transition was a time of change. Changes occurred in their personal lives, that is, marriage and family, and in career direction.

Levinson (1978) described two powerful relationships which occurred during the novice phase (three stages, EAT, EAW, ATT): 1) the "Special Woman" (man, in this case) who either supports or inhibits the achievement of the man's "Dream"; and 2) the "Mentor." One dean talked about a "special man" who she met at the conclusion of graduate school. He wanted her to give up her teaching job and marry him. At that time (27-28) she was unwilling to make that commitment. Several years later, she met another man and "by choice" did not work for several years during the child bearing period. She came back into the work force, after a few years, to financially support her doctoral study. So, the "special man" for half (three) of these women became their husbands. All husbands were supportive of these women's adult dreams. All husbands participated in the child care, one financially supported his wife during her dissertation research, all were emotionally supportive of their wives' vision of the future. One dean confided that

her husband believed that her education had come between them.

The other three deans did not mention any "special man" during this period. Two of these three, however, did have male mentors who appeared to meet Levinson's (1978) definition of sponsor or guide in the occupational world. Neither of these men were nurses.

However, data gathering on mentorship was confounded by various views held by the participants as to what constitutes mentoring. Survey data indicated two of the six participants had mentors. This was consistent with statements made during the life history interviews; but all described relationships during this period which involved older men or women giving career guidance, direction, or active help. Some of these women referred to these significant people as "role models." None of the deans were involved in a single, emotionally intensive, lasting mentoring relationship. Of the 29 surveyed, 16 indicated that they had experienced mentor relationships.

Second Adult Life Structure

Settling Down and Becoming One's Own Man (Woman) (BOOM) (33-40)

Levinson (1978) said that the conduct of his subjects in their 30s was analogous to climbing a ladder. This concept generally fits the women studied. Like Levinson's men, most of these women were in junior positions at the beginning of their 30s. They were developing competence, either through experience or education, and were becoming a valued contributor to their work worlds. Work was central; families, where they existed, were incorporated into the social aspects of their work. These women worked hard at arranging excellent, structured child care. Husbands helped with household work and child care, which allowed these women to be career focused. Four of the six women were faculty members, working up to some type of administrative position or assuming administrative activities as part of their faculty role.

One of the four became a dean before this period ended. Another held an "assistant" position in nursing service administration. The sixth woman was preparing herself educationally for a higher education career position at the conclusion of her doctoral study. At the end of this Settling Down Period (Levinson 1978), three women had

doctorates, two were deans, and the rest were in administrative positions. The view of moving up the ladder seems most applicable to these women. All were positioning themselves in their careers in such a way as to attain certain personal attributes or gain certain resources to reach their occupational goals. Some moved more quickly than others but all were moving up the ladder during this settling down period.

Mid-Life Transition (40-45)

According to Levinson (1978) a man's "Dream" is evaluated again during Mid-Life Transition. There is a developing awareness that life is finite. His subjects developed an awareness of declining powers. During this period, a man, according to Levinson, attempts to integrate a number of polarities in his life: young/old, destruction/creation, masculine/feminine, and attachment/separation. He modifies his second life structure in order to build a third structure, which will be generative and vital for his middle years (40-65).

Of the four women, who had not yet become deans, two became deans during Mid-Life Transition and two completed their doctorate. Those that married continued to work

toward a balance between home and career. The career demands for these women, however, were tremendous. The two remaining women became deans within two years after mid-life transition. One of these had experienced a career interruption of three years, which probably delayed her progression. Becoming a dean was not an explicit career goal for any of the deans studied. Changes in their life circumstances, luck and opportunity, dictated a response from these women causing them to re-evaluate their current life structure and modify it.

Conclusions

1. The Erikson-Levinson model was generally descriptive of the women studied.

These women resolved the issues of the childhood stages as described by Erikson (1968). The data would suggest that all women achieved tentative identities through the resolution of previous developmental issues as well as through the identification with women in their current environments who demonstrated non-traditional roles and role behaviors. The participants moved through an age-related series of structure building and structure changing eras. Their views of themselves in the adult world were occupational. The

choice of nursing was a relational choice so that their "Dreams" incorporated both aspects.

This supports previous research where woman's "Dreams" have both relational and occupational aspects. The participants experienced some aspects of mentoring as described by Levinson, but these do not meet fully the criteria for being "truly mentored." The deanship was not the participants' career goal; the opportunities presented themselves and they were incorporated into their life structures.

2. People and relationships were extremely important in the lives and the careers of the women studied.

Significant others in the lives of these women were very important. Parents, friends, neighbors, nurses, teachers, advisors, coaches, professional colleagues, provided these women with ego support, encouragement, recognition of leadership potential, information about their careers as well as modeling behaviors that are essential in nursing leaders. Some of these significant others took on aspects of the mentoring role. This role, although not "true mentoring" was important during adolescence and young adulthood. Significant others were both male and female but, as has been mentioned previously, there was a strong

pattern of competent women role models throughout the lifespan. These women were most significant during adolescence and young adulthood as the participants were forming personal and professional identities.

3. Through the supportive relationships of their husbands and their own organizational abilities, the married deans were able to accomplish their career goals.

All deans were well organized and extremely industrious. Those who had husbands and children had to be exceptionally well organized to accomplish their goals. They did a great deal of pre-planning to function in their multiple roles. They coordinated household activities (meals, childcare, carpools, etc.) and fulfilled job related responsibilities and activities such as publications, presentations, and professional organization involvement which enhanced their careers. They were very good at establishing priorities which may have been a carry over from their early nursing education, and clinical nursing experiences. The support of men who were willing to be involved in non-traditional roles with children was essential to the accomplishment of these women's goals.

4. The early socialization experiences and relationships of these women contributed to the development of leadership behaviors and positive ego development.

The participants had special relationships with one or both parents and/or a member of the extended family, i.e., grandmother. Half were eldest and/or only children and the life circumstances of the others were such that they were cast in this position. Three of the deans were active in team sports. Of the other three, one was an avid basketball spectator and said that she believed that was one way of learning team skills; another was the youngest in a family of seven, she felt her role as negotiator between and among family members provided her with team skills.

5. Through early family and educational experiences and relationships, the participants in this study developed strong values related to the importance of achievement and education.

The participants were members of nuclear families who valued education and achievement. These values were reinforced in the school through formal and informal educational experiences. The valuing of education and academic achievement came late for two of the deans (during higher

education). This appeared to occur through maturation and the recognition, by significant others (administrators) of their potential for academic success.

Implications

The literature revealed that early socialization including parental relationships, team sports, and birth rank, were considered influential in the career paths of corporate women. Other literature on deans and successful career women identified education, previous employment and career modeling relations as career influentials. The study conducted by this investigator contributes to the literature on career paths of female deans of nursing programs. Based on what is known about their career paths, the following implications are proposed for parents, educators, and further research.

Implications for Parents

Parents who want to provide a broad range of career options for their daughters and promote the development of leadership behaviors could make an effort to create a climate suggested by this study and previous research. Today, team sports for girls and women are readily available beginning at about age five. Those who are not sports

inclined could be involved in other activities which involve problem solving and team work among both sexes and different age cohorts. Females can be taught assertive communication skills, skills of confrontation, negotiation, and compromise as well as independence and interdependence as a member of a group. Many group games are directed at teaching these skills.

Educators

Faculty involved in education for nursing leadership provide essential guidance to future nursing leaders. The women in this study were advised, guided, and nurtured by leaders in the past. The next generation must assume responsibility for nurturing our young nursing leaders who show administrative potential. Whether or not mentoring in its popular connotation is either possible or needed remains to be seen. However, some form of career guidance, advice, and direction from an older and wiser sponsor is necessary. Multiple people filled this need in these women. Perhaps programs could be established with this in mind.

Implications for Future Research

This study was conducted on one group of female nurse leaders. The study could be replicated with other nursing

leaders; Vice Presidents for Patient Care, Fellows in the American Academy of Nursing, etc., to see if the career paths of these leaders differ from those of this study's participants.

The role of mentoring in the development of dean's professional identity is still unclear. Further research in this area needs to be conducted to validate these results with a larger sample. Use of a tool to validate "true mentoring", much like the one used by Riley and Wrench (1985), is recommended.

This study identified the people and relationships that were significant to deans of nursing in their career path. It would be interesting to continue this theme and to identify the people and relationships that are important to the dean in her present position; those that teach, advise, support, and provide validation for her current role.

This study dealt with the aspects of the life-structure that the participants identified as important. Aspects of the life structure related to the individual's socio-cultural world not studied include class, religion, ethnicity, and political systems. Further research that would detail the effects of social class, religion, and ethnicity on life/career paths of female administrators are

recommended. The political and sociological aspects of becoming a dean could be explored.

Values (particularly related to education and achievement) were important themes in this study and are an integral part of the self within one's life structure. A deeper exploration of the development of personal/professional values is recommended.

Women's participation in the world through evolving relationships and values were discussed as worker, friend, wife, and mother were discussed. Little was discussed about personal relationships as one moved into the professional role; in fact, some commented that these relationships were limited by career. A further exploration of this is recommended.

An exploration of the dean's leadership behavior as head of the organization and organizational participants is recommended to understand more fully these important aspects of the dean's life structure.

Finally, further research is recommended which would specifically test Morgan and Farber's (1982) reformulation of female identity.

SUMMARY

This study systematically examined and described the life/career pathways of six women who became deans of nursing programs. A developmental model based on Erikson's theory of ego development (1968), Levinson's theory of adult development (1978), and a reformulation of Erikson's theory of female identity proposed by Morgan and Farber (1982), was used to explain the development of these women's personal and professional identity. The research questions which guided this inquiry were: (1) What people and relationships, during the developmental periods, do deans of nursing program identify as significant in their pathway to the deanship? (2) What events and experiences, during the developmental periods, do deans of nursing programs identify as significant in their pathway to the deanship?

The study design was naturalistic. A judgmental sample was selected from the population of female deans of four year baccalaureate nursing programs. The study used survey, life history interviews, and documents (curriculum vitae). Field notes were recorded throughout the data collection period. Life history interviews were conducted by the investigator in two two hour sessions. A follow-up

interview was used to discuss the written life history (which had been returned to the dean) raise further questions about the data analysis and share themes identified through the analysis. The data were analyzed using Spradley's (1979) ethnographic analysis technique consisting of domains, taxonomies, components, and themes.

The study yielded the following major findings or themes relevant to the two research sub-questions. Participants in the study demonstrated a strong valuing of both (1) education, and (2) achievement. The data revealed a strong pattern of female-female relationships. These relationships provided the deans with role modeling of important leader behaviors, support, encouragement, and information necessary for making educational and career choices. These relationships played an important role in the development of the dean's personal and professional identity. Finally, the last two themes dealt with personal and professional behaviors. These were (1) the development of early and progressive leadership behavior, and (2) a theme of enjoyment of/or a desire to be in charge.

The following conclusions were drawn: The Erikson-Levinson developmental model was generally descriptive of the women studied. People and relationships were extremely

important in the lives and the careers of the participants. Finally, the early socialization of these women contributed to the development of leadership behavior and positive ego development. Implications for parents, educators, higher education administrators, professional groups, and further research are discussed. The study results can be used to assist parents, educators, and aspiring deans in their attempts to prepare themselves or other for a leadership position in higher education administration.

APPENDIX A

LETTER TO PARTICIPANTS

7801 Antiopi Street
Annandale, VA 22003
July 1985

Dear

This letter is written to ask you to participate in my doctoral dissertation, "Deans of Nursing: Pathways to the Deanship." Your knowledge and perspective will make a significant contribution to my research. While there have been a number of studies conducted on deans, most have focused on describing the characteristics of deans, their role and their activities. In contrast, this study is concerned with the people, experiences and events in the lives of women who become deans of nursing programs.

There are two parts to the study: a brief mail survey and life history interviews.

1. MAIL SURVEY.... In the envelope marked "mail survey," you will find an informed consent statement asking you to participate in a brief mail survey on deans' life/career experiences. If you agree to participate in this survey, please sign the informed consent that details the study procedures and return it in the attached envelope. Next, fill out the survey and return it in the envelope attached to the survey.

2. LIFE HISTORY INTERVIEWS.... In the envelope marked "life history interviews," you will find a second informed consent that details the life history process and asks you to participate in the interviews. If you are willing to participate in them, please sign the informed consent and return it in the enclosed envelope. Because life histories are detailed and complex, only six deans will be taken into this part of the study. These deans will be selected from those who indicate their willingness, so that a variety of geographic and institutional characteristics will be represented.

Please call me at (703) 573-5903 if you have any questions. I would appreciate the return of all materials as soon as possible, but not later than August 15, 1985. Thank you in advance for your assistance.

Sincerely yours,

Georgine Redmond R.N.C.S.M.A.
Doctoral Candidate
Higher Education Administration
Virginia Tech University

APPENDIX B

SURVEY

SURVEY

DEANS' LIFE / CAREER EXPERIENCES

The following identified life experiences are organized to gather data about your personal background and career.

GENERAL DIRECTIONS: On all questions where letters are given following alternative answers, please *circle* the appropriate letter.

Section 1: PERSONAL BACKGROUND

1. Age:

- | | |
|------------------------|----------------------|
| a. 30 years or younger | f. 51-55 |
| b. 31-35 | g. 56-60 |
| c. 36-40 | h. 61-65 |
| d. 41-45 | i. 66 years or older |
| e. 46-50 | |

2. What is your *current* marital status?

- | | |
|---------------------------|-------------|
| a. Single (Never married) | d. Divorced |
| b. Married | e. Widowed |
| c. Separated | |

3. What is your highest degree?

- a. M.S.N. or M.A. (Nursing)
- b. M.S. or M.A. (Other than Nursing). Please specify: _____
- c. D.N. Sc.
- d. Ph.D. (Nursing)
- e. Doctorate (Other than Nursing). Please specify Degree and area of specialization: _____

8. In which of the following institutions were you educated? (Circle all appropriate letters that apply for each period of your life).

	Public	Private	Religious Affiliated	N/A
1. Elementary school (grades 1-6)	a.	b.	c.	d.
2. High school (grades 7-12)	a.	b.	c.	d.
3. Nursing school (Other than college)	a.	b.	c.	d.
4. College (2 Year)	a.	b.	c.	d.
5. College (4 Year)	a.	b.	c.	d.
6. Graduate school (Masters)	a.	b.	c.	d.
7. Graduate school (Doctorate)	a.	b.	c.	d.

9. Where were you in the birth order in your family (Circle one or more letters).

- a. First born c. Third or later e. Multiple birth
b. Second born d. Youngest

10. Specify the number of siblings you had growing up. (Enter "O" if none).

a. Sisters _____

b. Brothers _____

c. Other than biological _____ Specify: _____

11. Identify the one individual in your personal life that you believe had the most significant effect on your selection of the deanship as a career choice.

- | | |
|----------------|--------------------------|
| a. Mother | g. Aunt |
| b. Father | h. Uncle |
| c. Brother | i. Husband |
| d. Sister | j. Other (Specify) _____ |
| e. Grandmother | k. Can't Remember |
| f. Grandfather | |

12. Please explain your answer to the above: _____

13. Rate your childhood preferences for the following common childhood games and activities, with "1" being the most important and "7, 8" being the least important.

- | | |
|---------------------|--------------------------|
| a. Baseball _____ | f. Soccer _____ |
| b. Tag _____ | g. Playing house _____ |
| c. Dolls _____ | h. Other (Specify) _____ |
| d. Basketball _____ | _____ |
| e. Biking _____ | i. Can't Remember _____ |

Section 2: CAREER INFORMATION

1. How many total years of nursing administrative experience did you have prior to your first deanship?

- a. 2 years or less
- b. 3-5 years
- c. 6-8 years
- d. 9-11 years
- e. 12-14 years
- f. 15-17 years
- g. 18-20 years
- h. 21-23 years
- i. Other _____

2. Identify the one individual in your professional life that you believe had the most significant effect on your selection of the deanship as a career choice.

- a. Teacher
- b. Supervisor in first administrative position
- c. Supervisor *not* in first administrative position
- d. Professional colleague
- e. Other (Specify) _____

3. Please explain your answer to the above _____

4. Have you ever experienced one or more mentor relationships?

- a. Yes
- b. No

If "Yes" Please answer "5"

If "No" Please answer "6"

4. What was the highest level of formal education completed by your mother?
- a. Less than high school
 - b. Some high school
 - c. High school graduate
 - d. Some college
 - e. College graduate (2 years)
 - f. College graduate (4 years)
 - g. Master's graduate
 - h. Doctoral graduate
5. What was the highest level of formal education completed by your father?
- a. Less than high school
 - b. Some high school
 - c. High school graduate
 - d. Some college
 - e. College graduate (2 years)
 - f. College graduate (4 years)
 - g. Master's graduate
 - h. Doctoral graduate
6. Was your mother employed full or part time outside the home during any or all of the following periods? (Circle as many letters as apply.)
- a. During preschool years
 - b. During elementary school years
 - c. During high school years
 - d. During college years
 - e. Never employed outside the home during any of these periods
7. If you answered question 6 affirmatively, would you call your mother's employment her "career"?
- a. Yes
 - b. No
 - c. Unsure

5. Please indicate how important each of the following aspects of the mentor relationship were for you. (Circle the appropriate letter with "a" being extremely important and "e" being not important).

(1) The knowledge that I received about the dean's role:

a. b. c. d. e.

(2) The professional contacts I made through the relationship:

a. b. c. d. e.

(3) The support that the relationship provided as I learned the deans' role:

a. b. c. d. e.

(4) The personal learning and growth that I experienced through the relationship:

a. b. c. d. e.

(5) Other aspect: _____

a. b. c. d. e.

6. Since you did not have a mentor, please indicate in what ways you acquired the knowledge, skill, relationships and support that the mentor relationship might have provided: _____

7. Indicate how important you believe each of the following was in your pathway to the deanship. (Circle the appropriate letter with "a" being extremely important and "e" being not important).

(1) Educational experiences I have had:

- a. b. c. d. e.

Explain: _____

(2) Previous administrative experiences I have had:

- a. b. c. d. e.

Explain: _____

(3) Mentor relationship(s) I have experienced:

- a. b. c. d. e.

Explain: _____

(4) Role model(s) I have had in my life:

- a. b. c. d. e.

Explain: _____

(5) My family of origin:

- a. b. c. d. e.

Explain: _____

(6) My own personal qualities:

- a.
- b.
- c.
- d.
- e.

Explain: _____

(7) Other: _____

- a.
- b.
- c.
- d.
- e.

Explain: _____

Thank you for your help!

APPENDIX C

INFORMED CONSENT: SURVEY

INFORMED CONSENT: Survey Deans' Life/Career Experiences

The purpose of this study is to describe deans' perspectives on the life/career experiences that were significant in leading them to the deanship. The findings of this study will contribute to a fuller understanding of the pathways that deans have taken to their present positions.

The survey will be used to provide general information about the population of deans of nursing used in this study. Survey questions ask for demographic data, life experiences, and career information. The estimated time for completion is ten to fifteen minutes. Your responses to the questions may be used in class discussions, dissertation, presentations, articles or in other professional endeavors conducted by the investigator as a result of the research. If you have any concerns about the study, please contact Georgine Redmond at (703) 573-5903.

This study is funded in part by an award from the United States Department of Health and Human Services, National Research Service Award, IF NU-05793-01 from the Division of Nursing.

There are no known risks to you. The survey and informed consent forms have been coded to insure that no survey will be used without a corresponding informed consent. Your precise responses will be kept confidential and will be edited in the presentations so that you, your position, and your institution will not be recognizable. The raw data will be kept confidential by the investigator.

You may request a copy of the final report of the research. The findings will be used to help others who aspire to the deanship.

PRINT NAME

DATE

SIGNATURE

RESEARCHER'S SIGNATURE

APPENDIX D

INFORMED CONSENT: LIFE HISTORY INTERVIEWS

INFORMED CONSENT: Life History Interviews
Deans' Life/Career Experiences

The purpose of this study is to describe deans' perspectives on the life/career experiences which were significant in leading them to the deanship. The findings of this study will contribute to a fuller understanding of the pathways that deans have taken to their present positions.

Life history interviews will be conducted by Georgine Redmond, a doctoral candidate at Virginia Tech. They will be taped and will take a total of approximately five hours. Three individual contact periods are planned; two two-hour periods within the same week and a follow-up interview of approximately one hour about two weeks later. You will be asked questions about your early socialization and life experiences, educational, work, and career experiences.

Your responses will be compared qualitatively to those of other deans to establish patterns and pathways that women take to the nursing deanship. Your responses may be used in class discussions, dissertation, presentations, articles, or any other professional endeavors conducted by the investigator as a result of the research. If you have any concerns about the study, please contact Georgine Redmond at (703) 573-5903.

This study is funded in part by an award from the United States Department of Health and Human Services, National Research Service Award, IF NU-05793-01 from the Division of Nursing.

There are no known psychological or physical risks to you, since you may refuse to answer any of the questions asked of you. You may request to leave the study at any time. Individual tapes and transcripts will be kept by the researcher in a secure place and destroyed once the study is completed.

Your precise responses will be edited in so far as it is possible, so that you, your position, and your institution are not recognizable. Due to the nature of the sample, however, it is not possible to assure complete anonymity. You will have an opportunity to read your life history and clarify data that you may perceive to be inaccurate. Any area marked by disagreement between you and the investigator will result in negotiation until both parties are comfortable with the results. If for some reason agreement cannot be reached, that section of the life history will be excluded and so noted.

You may request a copy of the final report of the research. The findings will be used to help others who aspire to the deanship.

1. Based on my understanding of the above informed consent statement, I am willing to participate in the life history interviews conducted by Georgine Redmond in connection with her doctoral research entitled: "Deans of Nursing: Pathways to the Deanship."

_____	_____
PRINT NAME	DATE
_____	_____
SIGNATURE	RESEARCHER'S SIGNATURE
_____	_____
ADDRESS	PHONE NUMBER

2. I would be available for interview during the following months: (Please indicate a first and second choice, if possible.)

August _____	October _____
September _____	November _____

APPENDIX E

PROTOCOL FOR LIFE HISTORY INTERVIEWS

PROTOCOL FOR LIFE HISTORY INTERVIEWS

1. Warm-up and Rapport Building
 - a. Introductions
 - b. Define Purpose "----to describe dean's perspectives on their life/career experiences which were significant in leading them to the deanship."
 - c. Answer questions and discuss concerns regarding the study.

2. Introductory Comment
 - a. "I would like to learn about you and the people and events in your life and career that you feel had the greatest effect on your present career choice."

3. Questions
 - a. "Would you share with me the special events and experiences that were important to you in your life and career pathway?"
 - b. "Would you share with me the special people that were important to you in your life and career pathway?"
 - c. "Are there any other aspects of your life and career that we haven't discussed that you feel have had a significant effect on your career path?"
 - d. Ask structural, contrast questions related to content presented.

4. Wrap-up

a. Discuss follow-up appointment

(1) Review life history

(2) Fill in gaps

(3) Review Life Histories

b. Discuss possible need for follow-up by phone,
if necessary.

APPENDIX F

SECOND LETTER TO PARTICIPANTS

October 18, 1985

Dear

This summer I wrote to you requesting your participation in my doctoral dissertation, "Deans of Nursing: Pathways to the Deanship." There are two parts to my study: a brief mail survey and life history interviews. The sample for the interviews has been selected and the interviews are going well.

The purpose of this letter is to encourage you to share your perspective by completing the enclosed survey and informed consent statement and to return them to me at your earliest convenience. I would appreciate all responses by November 15, 1985.

Summer was a difficult time to ask for information as I suspect many deans were away from their institutions during that time. I'm sensitive to the demands placed on your time and the number of similar requests that you receive.

However, I believe, that this study differs from others in that it is concerned with the people, experiences, and events in the lives of women who become responsible for the administration of nursing units in colleges and universities. The completion time for the mail survey when pilot tested was 10 minutes.

Please call me at (703) 593-5903 if you have any questions. Thank you in advance for your assistance!

Sincerely yours,

Georgine Redmond, R.N.C.S., M.A.
Doctoral Candidate
Higher Education Administration
Virginia Tech University

Enclosures

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VITA

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