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Laura Hills

Lasting Female Educational Leadership

Leadership Legacies of Women Leaders

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In memory of my father, David Kirschenbaum, who instilled in me a love of achievement, learning, and higher education

In memory of my mother, Janice Kirschenbaum, who wanted me to marry a nice Jewish doctor, but who would have been very proud to see that I have become one

For my daughters, Meredith Sachs, Alicia Hills, and Victoria Sachs, for whom I have modeled lifelong learning and of whom I am so proud

And for my husband, Cornell Hills, my beshert, *who has given me everything.*

"What we do repeatedly will determine the legacy we leave."

James Kouzes (2005, p. 66)
In The Art and Practice of Leadership Coaching

Preface

Right now and all around the world, our colleges and universities are being led in large part by individuals who are, like me, in later midlife. Huge numbers of those middle-aged leaders will retire within the next 10 years. While we know that being in midlife and impending retirement must influence a person in a leadership position at an institution of higher learning, we do not really understand how.

This monograph is based upon an empirical study that linked higher education leadership to one aspect of midlife known as *generativity*. This psychosocial phenomenon was described by Erik Erikson as a desire that peaks in midlife to leave something for future generations before one dies. Generativity typically manifests itself in the legacy one intends to leave. I completed a multiple case study of women who are in later midlife and who hold high-level leadership positions at an institution of higher learning. From this work, I learned more than has ever been known about the nature, antecedents, and support of generativity in the leadership of female higher education leaders in midlife. I am thrilled to share my findings in the pages that follow.

Chapter 1 describes the psychosocial challenges typically faced by higher education leaders in midlife. It explains why higher education leaders in midlife may feel that their time in leadership is running out and why they may feel compelled right now to leave something behind for future generations. It locates these normal and common feelings within the context of Erik Erikson's eight stages of psychosocial development and particularly, Stage 7: Generativity vs. Stagnation. Chapter 1 also describes the context in which my study was situated, the particular research problem I addressed, and the three research questions that drove my work: What is the nature of leadership generativity? What are the antecedents to leadership generativity motivation? And what environmental factors within higher education institutions facilitate or inhibit leadership generativity? Chapter 1 also describes the purpose, audience, and significance of the study and provides a glossary of terms.

Chapter 2 situates my research study within the context of practical considerations and applications. It explains why legacy strivings escalate in midlife and why generativity usually matters more to leaders who are in midlife than those who are younger. This chapter also describes the many practical questions addressed by

my research study. For example, it describes how I defined *midlife* and *higher education leader*, how women particularly experience midlife, generativity as a particular midlife phenomenon, and how generativity manifests itself particularly among women.

Chapter 3 describes the practical aspects of my qualitative descriptive multiple case study. It describes my rationale for choosing the naturalistic paradigm, a qualitative methodology, and case study in particular, and it locates my study within relevant qualitative research literature. This chapter, coupled with Appendix E, describes in detail my research design including the specific criteria for study participation, study delimitations, sampling strategies, techniques used to enhance my study's trustworthiness, data coding strategies, and my criteria and strategies for analyzing and interpreting my study's findings. My research design is further summarized in Appendix A, an executive summary of my research study and its key findings.

Chapter 4 explores the early influences on a higher education leader's generativity, particularly those that stem from their childhood and early adulthoods. These influences include a higher education leader's parents, grandparents, siblings, other family members, peers, media, faith, clergy, educators, supervisors, colleagues, members of the community, motherhood, public figures, and growing up at a particular moment in history. This chapter also considers higher education environments that are supportive of leadership generativity, the personal characteristics of highly generative leaders, and more broadly, the landscape for leadership generativity at institutions of higher learning, including potential pitfalls and obstacles to avoid.

Chapter 5 discusses the implications of my study's nine key findings and secondary findings and places them within the context of current literature. It offers eight working hypotheses about higher education leadership generativity and their implications. It also presents my theoretical framework for developing higher education leadership generativity that emerged from the study. Higher education institutions can use this framework to develop leadership generativity development programs. In particular, this chapter includes an extensive chart of 24 topics for program content, links those topics to specific research data and literature, and provides practical focus questions for leadership generativity development program participants.

Chapter 6 provides tools that will enable the reader to harness the study's findings and put them to practical use. It includes leadership legacy scenarios and will lead you through a series of hands-on leadership legacy development exercises. These exercises, coupled with the exercises included at the end of each of the first five chapters, will enable you to identify the leadership legacies, relationships, and formative experiences that have influenced your own generativity. This chapter also provides you with the Leadership Legacy Statement Template and sample leadership legacy statement that have grown out of my popular legacy workshop. These will enable you to craft your own higher education leadership legacy statement. This chapter further explores ways that higher education leaders can work collaboratively to realize their leadership legacies, and also, to preserve and celebrate the higher education leadership legacies of others. Broad implications and topics for further research are also included in this chapter.

This work grew directly from my experiences, questions, observations, and inklings as a female higher education leader in midlife. I have combined my scholarly work with my more practical concerns as an educator and developed exercises and other tools higher education leaders can use to shape and work toward achieving their intended legacies. I have also developed a theoretical blueprint a college or university can use to develop and foster leadership legacies. I hope this work motivates you to act now, while there's still time, to develop and foster your leadership legacy and the legacies of your colleagues. I also hope that it motivates you to preserve and cherish the higher education leadership legacies of those who came before you.

Read on to learn more about my study and how you can become a legacy thinker. Here's to making your higher education leadership last beyond your lifetime.

Fairfax, Virginia, USA Dr. Laura Hills

Acknowledgements

This monograph is the direct result of my 12-year graduate school odyssey at George Mason University, during which time I took one course at a time, semester after semester, year after year. I chipped away slowly but surely first at a master's degree, then two graduate certificates, then my doctorate. The work before you is a testament not only to my stubbornness and endurance as a scholar but to the support and encouragement of many good people who helped me along the way.

My colleagues and my students at Virginia International University were extremely supportive of and interested in my research. I especially wish to thank Virginia International University president Dr. Isa Sarac for his encouragement and for his genuine interest in my work. Thank you, too, to vice president Sue Ann Myers, who never failed to ask me how the research was going. And thank you to my colleagues Yukari Kinisue and Carol DeLaney for those engaging and helpful discussions over lunch and for sharing your own scholarly journeys with me.

I would like to thank my brother, Stephen Kirschenbaum, and my sister-in-law, Sandy Kirschenbaum, who took a keen interest in my research progress. Thank you for cheering me as I managed to make it over each hurdle. Thank you, too, to my many friends at The Gardens of Fair Oaks and Fairfax Nursing Center. Spending time enjoying music with you every Friday provided just the right balance to all of this scholarly work. On a similar note, I wish to thank my many friends at the Rotary Club of Fairfax, Virginia for asking me week after week how the work was progressing and for being so encouraging.

Of course, there could be no study without the informants who graciously volunteered their time, perspectives, and experiences for this work. Higher education leaders are extremely busy people, yet these informants spent significant time meeting with me for our interviews. I feel privileged to have had this opportunity to gather your insights. Thank you to my secondary sources, too, for your generosity, candor, and the wealth of rich data you provided in support of this research. Thank you to the individuals at the research site's Office of Institutional Research and to Karen Motsinger at the George Mason University Office of Research Subject Protections for your excellent advice and assistance. And finally, thank you to my

panel of nominators at the research site. Without you, this study would never have gotten off the ground.

I have been extremely fortunate to have gained the insights of Dr. Nance Lucas who provided useful feedback on my research and who never steered me wrong. Her insights were always spot-on and her warmth enduring. Thank you, Nance. I also wish to thank Dr. Claire Snyder-Hall and Dr. Julie Owen for their valuable insights and contributions to this work. In addition, I would like to thank Dr. Becky Ericson and Dr. Barbara Abdul-Karim, my colleagues who served as the informants in my pilot study. Thank you, too, to Dr. Kimberly Saunders for your support, encouragement, knowledge, and especially, for the kick in the pants I needed. And, I wish to thank Rusty Schaefer, Kathy Schaefer, and once again Dr. Becky Ericson, my three peer debriefers. Your feedback and insights improved the quality of this study and brought fresh perspectives to the work.

I admire strong women and am blessed to call three of them *daughter*. Thank you to Meredith, Alicia, and Victoria, who showed tremendous patience with me as I journeyed on through this lengthy project. I appreciate your unwavering support and confidence in me to do this.

And finally, I wish to thank my husband Cornell Hills for everything he has done to support, cheer, and encourage me throughout this incredibly long adventure. You promised me when I married you that you would do everything within your power to help me have everything I ever wanted. Let the record show that you have succeeded.

Contents

Chapter 1
Leadership Legacies: Immortal Higher Education Leadership

My favorite research topics are those that occur to me when I'm not looking for them. A few years ago, I had just such a research epiphany that ultimately led me to the topic of this monograph. This is my story.

It was busy Tuesday just like every other Tuesday at our small university. At 10:05, I realized that I was late for our regular 10:00 a.m. senior staff meeting. I let out a gasp, grabbed my pad folio and a pen from my desk, and dashed down the corridor to the conference room to join my colleagues, who were already seated at the conference table and engaged in discussion. All eyes turned toward me and there was that awful disapproving silence that occurred whenever one of us arrived late to a meeting. I sheepishly mimed an apology, slipped into my seat, and silently picked up the handout that was waiting at my place. When everyone's attention went back to the matter at hand and discussion resumed, I could see from the large, bold heading that the page before me reported figures about our retention rates, the topic of our meeting that day. But that was all I could see. I'd have needed my reading glasses to make sense of the rest of the blurred page of figures in front of me. Unfortunately, in my haste to rush to the meeting, I'd forgotten to bring them with me.

I felt stuck. I didn't dare disrupt the meeting any further by going back to my office for my reading glasses or asking my assistant to bring them to me. And, I had to know what was on the page. I squinted to see if I could read the figures better, but that didn't help much. Then, I tried holding the page as far from my face as possible, sliding my arm out and in, hoping that I could find a distance that would bring everything into focus. Unfortunately, that didn't work either. Then, without saying a word, the colleague sitting beside me came to my rescue. He had noticed my "trombone" playing and handed me his reading glasses. I slipped them on and found that I could read the page perfectly. And that is the precise moment when the topic for my research was born.

As I peered over my colleagues' reading glasses at the senior staff gathered around that conference table on that Tuesday morning, I saw that to a person, every one of us was of the age when one needs to use reading glasses. I'd never given notice before to the fact that we were the senior administrative team at our small

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university *and* that we were all of roughly the same age, somewhere I guessed to be between 50 and 60. Our faces were lined with the same wrinkles, our hair gray, graying, dyed, or thinning, and our life points similar. We were all of that age when our children were becoming older and more independent of us, when our bodies did not do what they used to do, when our doctors advised us to have colonoscopies and to watch our cholesterol, and when we would talk about the junior staff members and students around us as though they could be our children.

My colleague's reading glasses enabled me to see with perfect vision that we were all in midlife. That set me to wondering about all kinds of things. I wondered, for instance, if and how, precisely, being in midlife was affecting us in our roles as the leaders of our institution. Was our life point affecting our choices, our priorities, and our concerns, or even, the way we worked with and communicated with one another? I wondered, too, why we were all probably dealing with similar issues of being in midlife but that we never talked about that openly with one another. I wondered if the men at the table were experiencing midlife differently from the way I was. Surely their physical changes had to be different from mine. But how? And then, I wondered, was our situation typical? Were the conference rooms at colleges and universities around the world filled with midlife leaders like us who needed to use reading glasses to see the small print?

Within the next few days, I asked my colleagues who worked at other institutions of higher learning whether they thought that their leadership positions were held mostly by people who were in midlife. Their responses caught me off guard– not because of *what* they told me, but because of *how* they told me. Every colleague I asked thought my question was absurd. I might as well have asked them if the sky was blue. Of *course* a huge number of the leaders at their schools were in midlife, they told me, as though that was a foregone conclusion -- obvious and not interesting. But that observation confirmed my hunch and became *hugely* interesting to me.

I considered my own experiences and perceptions as a higher education leader in midlife and I knew that I had changed and that my leadership had changed, too. As a midlifer, I believed that a key function of higher education leadership is to mentor others, to provide them with leadership opportunities, and to develop future leaders; I didn't remember feeling that way when I was younger. I started to read up on midlife and found a huge body of scholarship. I learned that my colleagues were indeed correct; there is a fantastic number of midlife leaders at our institutions of higher learning, and in fact, in pretty much all of our organizations, corporations, and institutions. And yet, we know extremely little about whether and how being in midlife influences their leadership.

These observations, experiences and wonderings are what ultimately led me to embark on a multiple case study of six female higher education leaders who were in later midlife (between the ages of 50 and 64) and to explore the nature of their intended higher education leadership legacies, the sources and antecedents of their legacy thinking, and the environment that is needed for higher education leadership legacies to be realized.

Need and Background

There is a 10 ton white elephant stomping around our global living room that relatively few researchers and employers notice or speak of; the number of individuals who are in midlife (between the ages of 40 and 64) is huge, accounting for about one-third of the U.S. population (Hunter, Sundel, & Sundel, 2002) and the majority of individuals who are in executive and leadership positions in the U.S. workforce today are, in fact, in midlife (U.S. Bureau of the Census, 2001; Fitzgerald, 2002; Freedman, 2007). The middle years are ones in which individuals act as leaders of families, organizations, and communities (Schaie & Willis, 1986). Yet, we understand so little about the impact of midlife on leadership, particularly for those of us who are serving as leaders in our institutions of higher learning. According to Mills (2006),

> This is a troubling void given the fact that so many administrators and would-be administrators [in higher education] are in the second half of life…and as a result are undergoing great physical and psychological changes appropriate to this stage which can and will affect their work. (p. 294)

As I read more and more about midlife leadership and began to get the first inklings of my research questions, I realized that it would help me tremendously to work from a theoretical framework, a lens through which to look at the concept of midlife. I hit upon numerous theories having to do with midlife, and in fact, was attracted at first to the work of Carl Jung. However, I kept coming back time and again to Erikson's theory of generativity, not only because so many scholars referenced Erikson, but because Erikson's generativity theory resonated with me personally.

Erik Erikson (1950) identified generativity as *the* defining psychosocial feature of midlife (versus stagnation). During the middle adult years, Erikson maintained, men and women are most likely to be concerned about the well-being of future generations; they are most likely to become involved in projects aimed at generating a positive and enduring personal legacy that will ultimately outlive them. Generativity can explain why midlife is the time most of us make our most significant contributions to future generations and to society more broadly, Erikson argued. Erikson's generativity theory certainly gave me a way to begin to understand my professional interest in developing and fostering future leaders at our small university.

But for far more personal reasons, I was also particularly attracted to Erikson's generativity theory as the theoretical framework for my research study because it put forth the proposition that individuals in midlife are likely to concern themselves with leaving a legacy. That resonated with me loud and clear because I was reading Erikson during the time of my father's battle with thyroid cancer and his eventual passing. I was consumed at that time with thoughts of my father's legacy, my own legacy someday, and the legacy others ultimately leave behind them when they die. Erikson shed some light on these issues for me. Moreover, from the standpoint of society and culture, I came to see generativity as a critical resource. McAdams (2001) suggested that generativity may "undergird social institutions, encourage citizens' contributions and commitments to the public good, motivate efforts to

sustain continuity from one generation to the next, and initiate social change" (p. 396). As I continued to read about Erikson's generativity theory, it seemed to me that higher education institutions and college leaders, as well as leadership coaches and leadership development programs, would all benefit from knowing more about the nature of generativity in leadership, the antecedents for generativity in midlife leadership, and especially, the higher education environment that fosters and sustains generativity in leadership. Effective higher education leaders and institutions, I believed, would be those that are highly generative or forward-thinking; they'd be the ones that would want to develop, nurture, and foster their own generativity and the generativity of others. My research study attempted to figure out how both higher education leaders and the institutions that employ them could be more generative.

As I continued to read and study, I learned that generativity is not the exclusive domain of individuals. Social contexts and institutions themselves may be more or less generative. There are generative people but also generative groups, generative situations, generative institutions, and even generative societies. A prime motivation undergirding the commitments that many adults show toward social causes, political parties, religious traditions, and a wide range of other social and cultural institutions is their concern for the well-being of the next generation (McAdams, 2001). Likewise, there are people, groups, situations, and even societies that are more or less lacking or deficient in generativity (Kotre, 1984, 1999). For example, Bellah, Madsen, Sullivan, Swidler, and Tipton (1991) argued that the most pressing problems facing large-scale institutions – including educational institutions, churches, and governing bodies – reflect failures in generative care. They called upon leaders to embrace a "politics of generativity" through which adults may be able to "anchor our economic and political institutions firmly in the moral discourse of citizens concerned about the common good and the long run" (Bellah et al., 1991, p. 279).

I began to see leadership generativity more and more as a global issue. By 2030, one out of five Americans will be 65 or older. But there are countries – Japan, Sweden, and Canada for example – where populations are even older than they are in the United States (Kotre, 1996). In 1994, one of them – Italy – became the first in the world to have more people over 65 than under 15. What takes place in our aging societies will depend in great measure on what takes place in those doing the aging, and specifically on the condition of their generativity. Outside of the United States, Japanese social scientists and policy makers have turned their attention to the concept of generativity and its implications for developing a public philosophy to promote the survival and well-being of future generations (Kim & Tough, 1994). In Hong Kong, a study of generativity suggests that older persons in that culture transmit moral and behavioral codes through role modeling and story to create a lasting influence (Chang, Chan, & Chan, 2008). Cross-cultural research by Hofer, Busch, Chasiotis, Kartner, and Campos (2008) conducted in Germany, Cameroon, and Costa Rica suggests that generativity models can be applied to all these three disparate cultural samples, despite cultural differences. My research enabled me to infer that there may be higher education institutions all over the world that are highly generative or more or less lacking or deficient in generativity. I hoped that my study

of generativity in midlife higher education leadership would influence both leaders and institutions of higher learning worldwide to seek ways to become highly generative, particularly through leadership.

Finally, I chose to conduct a study of midlife leadership because I wanted to contribute scholarship that would make a difference to people like me. There is a scarcity of research on midlife, on leadership in midlife, and on leadership in midlife particularly in higher education institutions. Neugarten and Gutmann (1968) remarked more than 40 years ago that midlife, in contrast to old age, had received little attention from scholars. They commented that opposing views of researchers and clinicians "led to a somewhat unbalanced view of middle age either as plateau or crisis" (p. 592). Much has been learned about midlife over the past several decades, yet still less is known about midlife years than the later years, leading Brim to refer in 1992 to the middle years as the "last uncharted territory in human development" and in 2001 to say that until recently, "Midlife was an almost unstudied territory in human development" (1992, p. 171; 2001, p. xi). Dörner, Mickler and Staudinger (2005) explained that little has changed, suggesting that "research on lifespan development so far clearly has concentrated on the study of childhood, adolescence, young adulthood, and old age; relatively few studies have concentrated on the period in between, that is, midlife" (p. 277). Staudinger and Bluck (2001) also maintained that there is a "scarcity of theory and research concerning midlife" and that midlife remains "relatively unstudied" (p. 3, p. 7). They added that the existing research on midlife focuses mostly on negatives that include the challenges of midlife and the conflicting demands of work and family, or caregiving for both children and elders. In contrast, study of midlife that focuses on generativity is needed because it "puts the challenges of midlife in a positive light," (Staudinger & Bluck, 2001, p. 13).

My personal experiences and my review of relevant literature set me off on a path to craft a multiple case study that would bring the challenges of midlife into this positive light. My interests were those of a scholar but also those of a midlife higher education leader and as a woman. I had hoped that my research would be useful to me and my fellow Baby Boomers in leadership and to the institutions of higher learning that employ us. Fortunately, my work led to a number of useful findings and practical implications for higher education leaders and institutions. I will share these with you in the pages that follow.

A Statement of the Research Problem and Questions

Most of us want to be remembered for something positive after we are gone. Our generativity, manifested in the personal legacy we leave behind for future generations, serves for many as a kind of immortality. Erikson (1950) posited that our legacy becomes increasingly more important to us in midlife because that is when most of us come to terms with our own mortality in a meaningful way. Our enduring personal legacy gives each us in midlife a way to create something or to influence people while we are alive so that we can endure, even long after we die, Erikson argued.

The overarching problem addressed in my research study was that there is a great deal that we do not know about generativity in leadership, particularly among women or in the leadership of our colleges and universities. Yet, knowing more about leadership legacies can be of tremendous help to institutions of higher learning in the achievement of their missions, to higher education leaders themselves, and to the many leadership coaches and trainers whose work it is to cultivate and develop tomorrow's leaders. The mission of higher education, in general, is to educate and prepare individuals for the future and to provide access to postsecondary education programs and services that lead to stronger, more vital communities (Vaughan & Weisman, 1998). Therefore, institutions of higher learning, by their mission, are concerned with the well-being of future generations and with the future of the communities they serve. They are thus, generative. It is imperative, then, that higher education leaders concern themselves with future generations; they need to have their ears to the ground, to be in tune with and anticipate the future, and to know how to take the college or university there – with or without a particular president or chancellor or provost or dean in place. The most effective higher education leadership, then, is leadership that ensures that the college or university will thrive long after any particular leader is gone. Higher education leadership's best enduring personal legacy – the best manifestation of its generativity – is a healthy college or university that meets the ever-changing needs of its environment. But how, precisely, can higher education leadership achieve that goal?

What is the nature of generativity in the leadership of female higher education leaders in midlife? What leadership legacies do they want to leave, and why? Do female higher education leaders in midlife experience anxiety about or obstacles to their generativity? According to Snarey (1993), it is possible or even likely that they do. Why are they motivated to be generative; who did they know or what did they experience earlier in their lives that influenced them to want to be generative leaders? According to Komives, Owen, Longerbeam, Mainella and Osteen (2005), "There is little scholarship about how leadership develops" (p. 593). Finally, do they believe that the institutions of higher learning that employ them are supportive of their generativity, and if not, what support do they need?

My research study sought to address this research problem through a multiple case study of generativity in the leadership of female higher education leaders in later midlife. It specifically addressed three research questions:

1. What is the nature of generativity in leadership?
2. What are the antecedents of leadership generativity motivation?
3. What environmental factors within a higher education setting facilitate or inhibit generativity in leadership?

Why Study Women in Leadership?

My research study focused particularly on women leaders in later midlife because my research findings were consistent with my hunch; men and women experience midlife differently, owing to biology and the different nature of roles and responsibilities in

midlife (Staudinger & Bluck, 2001). According to Sterns and Huyck (2001), "Because biological sex and social-gender are so important, virtually all models [of midlife experience] recognize that midlife experiences will be different for men and women" (p. 459). Thus, I determined that as a midlife researcher that I could not afford to discount the importance of gender in my data and analysis. I had to study midlife leaders of one gender. As one might guess, I chose to study women leaders for personal reasons. I was a female higher education leader and interested in doing research about women like me.

However, my motivation for choosing to study women in higher education leadership was far more than personal. Nidiffer (2001) suggested that leadership scholarship in higher education "was constructed using male norms" (p. 102). Nidiffer maintained that traditional theories of leadership must be reexamined through a gendered lens in terms of their implications for women leaders. As Nidiffer said,

> American culture, and therefore American higher education, is awash in images of what a leader should look like, act like, and be like. These images and beliefs are powerful yardsticks through which candidates for presidencies at colleges and universities are measured. Invariably, these ideals and models are male. (p. 102).

The more I studied scholarship having to do with women in leadership, the more I wanted to broaden the lens through which we see higher education leadership. I conducted a research study of women in leadership to contribute to a sorely needed body of scholarship.

Purpose of the Study

The purpose of my multiple case study was to understand the nature, antecedents, and support of generativity in the leadership of female higher education leaders in midlife. This study was undertaken to fill the need for research about generativity in leadership and particularly, among the women who lead institutions of higher learning. A goal of this research was to develop an understanding of how and why female higher education leaders in midlife are generative and how the institutions that employ them can support and develop their generativity. Specifically, I identified six purposes for my research study:

1. To provide institutions of higher learning with a better understanding of what generativity is and why generativity is a phenomenon that most often occurs in individuals who are in midlife, including the many individuals in leadership roles at their institutions.
2. To formulate working hypotheses about why and how higher education institutions may be able to support generativity in leadership.
3. To formulate working hypotheses about how higher education institutions may be able to develop a culture of generativity within their institutions.
4. To formulate working hypotheses about how higher education institutions may be able to cultivate and develop generativity motivation in future leaders.

5. To provide leadership coaches, leadership educators, and other individuals and entities devoted to developing leadership in others with a better understanding of the nature, antecedents, and support of generativity in leadership, particularly among female leaders in midlife.
6. To contribute to the larger body of scholarship about higher education, generativity, leadership in midlife, women's leadership, and the psychology of aging – all relevant and needed topics that have undergone relatively little empirical study.

Audience of the Study

I envisioned several possible audiences for my study. These included but are not limited to: institutions of higher learning and those who govern them; corporations, non-profits, government entities and other organizations; higher education leaders; leaders who are women and/or who are in midlife; leadership coaches; leadership development programs; leadership scholars; and scholars and social scientists who study generativity. My study was a multiple case study of six female higher education leaders between the ages of 50 and 64 and may therefore also be of interest to women's studies scholars and those who are interested in the psychology of aging.

My research study sought to provide needed research on leadership in midlife particularly in higher education institutions. Consequently, exploration of how the midlife stage (and generativity in particular) may impact higher education leadership may be insightful in helping to develop more effective leadership models for the field. All who are touched by, influenced by, and cared for by higher education leaders who are in midlife are also likely to find significance in my study.

Definition of Terms

I didn't realize at the outset of my study that it would be difficult to define terms such as *midlife* or *higher education leader*. However, my extensive review of relevant literature indicated that there are many competing definitions and that the terms I'd be using in my study are not defined consistently throughout the literature. I'd need to take great care in defining my terms. Therefore, I chose and/or crafted a number of definitions based upon their clarity and fit for my multiple case study. Below are the definitions for the key terms I used throughout my study.

Midlife

Overall, definitions of midlife abound, but are vague. In my study, midlife is defined in two ways: linearly and non-linearly. The linear definition of midlife is between the chronological ages of 40 and 64, with later midlife defined as between the ages

of 50 and 64. The non-linear definition of midlife is self-age identification as being in midlife. The informants in my study met both of these criteria for defining midlife.

Higher Education Leader

My review of literature on leaders and leadership suggested that it is difficult to come up with a working definition of a higher education leader for the purposes of empirical study. Ultimately, I chose to model my definition upon the one developed by Grace-Odeleye and Osula (2007), who also studied women's leadership in higher education. In my study, higher education leader refers to individuals who are:

1. Experienced with a minimum of 20 years in higher education.
2. Experienced as a supervisor.
3. Experienced with a history of extensive committee or group work.
4. Highly visible leaders who hold a visible leadership position within the higher education institution.
5. Individuals who have made high level administrative contributions to the higher education institution.

Generativity

Erik Erikson (1950) identified generativity as *the* defining psychosocial feature of midlife (versus stagnation). My study used McAdams' (2001) definition of generativity as "the concern for and commitment to promoting future generations through parenting, teaching, mentoring, and generating products and outcomes that aim to benefit youth and foster the well-being and development of individuals and social systems that will outlive the self" (p. 396). Generativity, in my study also referred to an individual's desire and motivation to leave a legacy and the realization of that goal.

Generative Motivation

Generative motivation is an individual's motivation to be leave a legacy for future generations.

Generative Realization

Generative realization is the achievement of one's intended legacy.

Generative Chill

Snarey (1993) identified generative chill as the manifestation of anxiety and dread that becomes increasingly salient as one navigates through midlife, caused by a threatened loss of one's generative products.

Generative Ethics

Snarey and Clark (1998) identified generative ethics as a moral stance predicated on the principle of caring for future generations. Dollahite, Slife and Hawkins (1998) linked generative ethics to religiously-based ethical codes.

Communal Modes of Generativity

Kotre (1984) identified communal modes of generativity as generative modes involving nurturance and care for others.

Agentic Modes of Generativity

Kotre (1984) identified agentic modes of generativity as those that encompass creative and/or powerful extensions of the self, as in some forms of leadership, entrepreneurial activity, or scientific achievement.

Leadership

My review of relevant literature suggested that that there are many competing definitions of leadership used for the purposes of empirical study. My study used Astin and Leland's (1991) definition of leadership as "a process by which members of a group are empowered to work together synergistically toward a common goal or vision that will create change, transform institutions, and thus improve the quality of life" (p. 8). Astin and Leland's definition of leadership is appropriate for a study sited at a college or university particularly because institutions of higher learning exist to improve the quality of lives. According to Cohen and Brawer (2003), higher education "helps individuals learn what they need to know to be effective, responsible members of their society. The colleges can and do make it easier for people to move between social classes…they provide a channel of upward mobility for individuals of any age" (p. 193). I also used Astin and Leland's definition of leadership for my study because of its emphasis on shared power, a theme that resonated well for a study sited in higher education.

Developmental Antecedents of Generativity Motivation

In my study, developmental antecedents of generativity motivation are those things that occurred in the past that influenced an individual to be motivated to be generative. Experiences (both positive and negative), education, faith, relationships, texts, media, and culture may all be developmental antecedents of an individual's generativity motivation. My study's emphasis on antecedents to generativity motivation is consistent with Hollander (1985), who asked us to put aside our preoccupation with the effects of leader behavior on followers and begin to understand the origins of leadership and the motivational factors in leaders.

Higher Education Leadership Legacy

In this study, a higher education leadership legacy is anything a higher education leader transmits to, creates for, leaves for, or hands down to future higher education generations through his or her leadership, whether done intentionally or unintentionally.

Positive Role Model

In my study, a positive role model is a person who serves as an example worthy of emulation.

Negative Role Model

In my study, a negative role model is a person who serves as an example of what not to do.

Mentor

A mentor in my study is an expert who acts as an internal advisor to advance the mentored person's career. As such, mentors are likely to offer solutions and answers to the persons they mentor. Often, mentors are not trained and their guidance is based more on their experiences rather than the skills or proficiencies needed to mentor.

Leadership Coach

A leadership coach in my study is an internal or external advisor who is an expert on people and leadership development. A coach's role is to provide structure, foundation,

and support so people can begin to self-generate the results they want on their own. A leadership coach relies upon a process of inquiry and the use of well-crafted questions rather than sharing the answers. The focus of a leadership coach is not only on what the person needs to do to become a more successful leader but also on who the person is and how he or she thinks.

Summary

A huge number of today's higher education leaders are in midlife. Yet we know extremely little about how being in midlife influences their leadership. Erik Erikson (1950) posited that generativity, and particularly, one's desire to leave an enduring personal legacy, is *the* defining psychosocial feature of midlife. My research sought to learn more about the nature, antecedents, and support of generativity in leadership in midlife through a multiple case study of six female higher education leaders between the ages of 50 and 64. Of particular interest were the nature of generativity in higher education leadership, the sources and antecedents of generativity motivation in higher education leadership, and the environment that is needed for higher education leadership generativity realization.

My goal in conducting my research study was to help higher education institutions become more generative and to encourage higher education leaders to find ways to make their leadership last beyond their careers and their lifetimes. My research findings suggest that immortal higher education leadership is achievable if leaders and the institutions of higher learning that employ them value leadership legacies and develop and foster legacy thinking.

Exercise: Influential Legacies

Identify two legacies that you have experienced or witnessed that have influenced you in your work and/or in your life. If possible, choose one positive legacy (one that influenced you by its positive example) and one negative legacy (one that influenced you by being an example of what not to do). Then answer the following questions:

1. What, specifically, were the two legacies you have identified as influential? Who left them? When? In what contexts? What, if any, was your relationship with each of these individuals?
2. How, specifically, did each of these legacies influence you? How did they influence your thinking? Motivation? Core values? Behaviors?
3. How did each of these legacies influence you specifically in your professional role?
4. Do you believe that the individuals who left each of these legacies left their legacies intentionally? Do you think they would be surprised to know that they have influenced you in the ways that they have? Why or why not?

5. Which legacy do you believe was the more powerful influence in your life, the positive legacy or the negative legacy? Why might that be?
6. Thinking of these two legacies and how they influenced you, who would you like to influence through your legacy and in what specific ways?
7. If you are in a leadership position, how, if at all, do you believe that your leadership role may be affecting your thinking about leaving a legacy?
8. On a scale of 1–10, with 1 being the least motivated and 10 being the most motivated, how would you rate your motivation to leave a leadership legacy?

Chapter 2
Why Legacy Matters More in Midlife

Leaving a legacy matters more to us when we are in midlife than it does at any other life point, and for good reason. Midlife is the time when we are most likely to be concerned about the well-being of future generations and to be involved in various life projects aimed at generating a positive and enduring personal legacy (Erikson, 1950). Simply put, mature and psychosocially healthy adults need and want to care for others; society expects and relies upon midlifers to need and want this and to act accordingly.

Erikson (1950) proposed that generativity peaks to greatest importance to the individual during midlife. By contrast, younger adults are more likely to be involved in the complicated business of establishing an identity and building up long-term bonds of intimacy, Erikson suggested. Old age brings a concern with what Erikson called *ego integrity*, as the elderly man or woman takes stock of life and, ideally, reaches a point of acceptance. It is in that long middle period of life that adults should and often do provide care, guidance, inspiration, instruction, and leadership for children, youth, students, protégées, employees, followers, and those many others who, individually or collectively, represent those who will come of age and who have yet to reach full maturity.

Erik Erikson's Theory of Generativity

Beginning in *Childhood and Society* and spanning through a series of books published over a 32-year period, Erik Erikson (1950, 1964, 1969) conceived of the human life course as a series of eight stages. Erikson's theory, considered by many to be the most "influential theory of age-graded life tasks" (Dörner, Mickler, & Staudinger, 2005, p. 277), posits that individuals move through each stage of life in a cultural context that holds expectations and provides socializing influences that pertain to that stage. Each Eriksonian stage, then, spells out how biological, cognitive, and emotional changes on the one hand interact with corresponding societal and cultural forces and factors on the other (McAdams, 2001).

L. Hills, *Lasting Female Educational Leadership: Leadership Legacies of Women Leaders*, Studies in Educational Leadership 18, DOI 10.1007/978-94-007-5019-7_2,

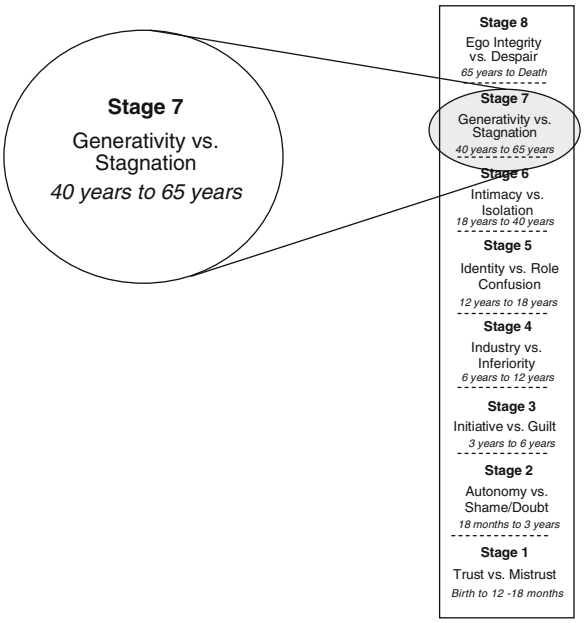

Fig. 2.1 *Erik Erikson's eight stages of psychosocial development.* Stage 7 focuses on what Erickson (1950) refers to as *middle adulthood.* Each adult must find some way to satisfy and support the next generation during this stage

Erikson suggested that the challenge of generativity versus stagnation is the seventh stage of life and specific to midlife. He defined generativity as any activity that is motivated by concern for the next generation and he identified care as the signal virtue associated with the generativity stage. In particular, Erikson, Erikson, and Kivnick (1986) described generativity in midlife as including "procreativity [bringing forth offspring] as well as productivity and creativity" (p. 285). A primary arena for expression of care for many is the family and the primary objects of generativity for many adults are their own children and/or the young people in their immediate communities.

However, generativity in the family arena is not to be assumed. Thoughtful and caring parenting involves generativity, Erikson (1969) pointed out, but having children in itself does not resolve this psychological task. Furthermore, Erikson suggested that generativity can be expressed outside of the family and on a much larger public stage through leadership. Generativity, therefore, need not take only a biological form (Kotre, 1984). In *Gandhi's Truth*, for example, Erikson described how one man's generativity mission came to encompass the well-being of an entire nation (Fig. 2.1). Gandhi was a spiritual leader and fatherly caregiver for his people, playing out generativity in an extremely dramatic public fashion. However, Erikson argued that Gandhi was not generative within his family because he failed to be a good father to his biological children at home. Gandhi's generativity manifested

itself only through his leadership. The trade-off of public and private expressions of generativity was a theme throughout Gandhi's life and also is an especially salient theme in the life histories of many other prominent women and men (McAdams, 2001, p. 402).

Erikson (1950, 1964, 1969) also emphasized that generativity, while aimed at promoting the greater good, can be beneficial to the generative person. In fact, generativity may be essential for personal well-being in midlife and the years that follow. Generativity is a sign of psychosocial maturity and is associated with mental health and well-being, Erikson (1950, 1963, 1964) argued. If women and men fail to become generative, that is, if they do not transcend their own self-interest, they are doomed to stagnate in the attempt of pseudo-intimacy, often accompanied by personal impoverishment. Erikson's (1950, 1963, 1964) picture of midlife is bleak for non-generative individuals. Later empirical data suggested that Erikson (1950, 1963, 1964) was probably correct (McAdams, 2001). Longitudinal investigations by Vaillant (1977) and Snarey (1993) showed that ratings of generativity are positively associated with the use of mature coping strategies during times of stress and with clinically derived ratings of overall psychosocial adaptation. McAdams and his colleagues also found consistently that measures of generativity are positively correlated with self-reports of life satisfaction, happiness, self-esteem, and sense of coherence in life and negatively associated with depression among midlife men and women (de St. Aubin & McAdams, 1995; McAdams, Hart, & Maruna, 1998). So, the generative midlifer is psychosocially healthy and likely to be satisfied and happy as he or she heads into old age.

Practical Questions of My Research Study

As I continued to delve into the scholarly literature, I could see that it would be necessary for me to ask and answer a number of practical questions before designing my research study. As already suggested in Chap. 1, my literature review uncovered numerous definitions of terms that were vague, fuzzy, and in some cases contradictory. I also found that some areas of research germane to my topic are inherently difficult to study. Here, then, are the practical questions I needed to address and the answers I developed for them.

Why is Leadership so Difficult to Study?

Studying leadership is not an easy thing to do. While leadership is described as a concrete and observable phenomenon in a great deal of scholarly and popular literature, the concept of leadership is complex, difficult to capture, and open to numerous definitions and interpretations (Middlehurst, 1993). That is why leadership remains for many an intangible and elusive notion that Middlehurst suggested is "no

more stable than quicksand" (p. 7). Said Gill (2006) of the problem, "Seeking the answer to the question 'What is leadership?' is like searching for the Holy Grail" (p. 8).

Leadership is also difficult to predict. It is usually recorded and interpreted with the 20–20 vision of hindsight and is often inferred from a combination of observed events, behaviors, and feelings that are reported through the biased perceptions and sometimes distorted memories of interested and biased parties. Leadership as a concept is therefore unlikely to be value free; it is dependent upon individual or collective perceptions and beliefs. This makes leadership an extremely challenging subject to research as it is prone to contamination as much through the perceptual frameworks of researchers as through those of their subjects (Middlehurst, 1993, p. 7).

Leadership scholarship is further challenged because it is not limited to the interest of any one academic discipline. As Gill (2006) suggested, the study of leadership "draws on both the arts and sciences" (p. 5). Educators like my colleagues and me but also sociologists, psychologists, historians, political scientists, military personnel, the government, businesspersons, leaders themselves, and many others have contributed to the enormous body of scholarly work about leadership. Some may regard the variety and number of voices in the field as a good thing. The diverse disciplinary conceptual lenses that have been brought to bear on the subject no doubt add a richness, texture, and depth that probably would not be possible if leadership were studied strictly within one academic discipline. However, the extremely varied interests, education, and backgrounds of leadership scholars from so many academic disciplines and experiences also bring a complexity and inconsistency to the task of decoding and analyzing leadership. Different scholars focus on different aspects of leadership according to their personal interests; these are often inconsistent. To make matters even more challenging, leadership scholars do not always build upon one another's work. As Zaccaro and Klimoski (2001) pointed out, the various parts of the empirical and conceptual leadership literature still appear to be disconnected and directionless. Yukl (2002) agreed, suggesting that what is a key concept in one leadership taxonomy may be completely missing from another. As Yukl (1998) aptly put it, "The confused state of the field can be attributed in large part to the sheer volume of publications, the disparity of approaches, the proliferation of confusing terms, [and] the narrow focus of most researchers" (pp. 493–494).

How to study leadership is another huge area of debate. The dominant method for studying leadership has been and remains to be quantitative research (Hamlin, 2004). However, there are inadequacies in using quantitative methods to study leadership because they tend to be too narrow and result in behavioral descriptions that are in need of generalization (Hamlin). Hamlin called for more qualitative methods particularly to confirm the results from quantitative methods such as survey questionnaires. Parry (1998) and Alvesson (2002) believed that there is a need for more studies of leadership that are based on social constructionism and grounded theory, a trend Gill (2006) described as "growing".

Finally, even agreeing upon a common definition or understanding of leadership is not easy. Bennis (1998) suggested that there are 276 definitions of leadership available. Bass (1990) identified more than 1,500 different definitions. Edwards (2000) counted approximately 40 theories of leadership. Clearly, definitions and theories of

leadership abound but are in many instances vague, fuzzy, inconsistent, and even contradictory. That is why Avery (2004) concluded that there is "no agreed definition of leadership or what the concept should embrace" (p. 4). Moreover, some discussions of leadership do not attempt to define the term at all. They assume that individuals in a given organization or even in society more broadly share a common experience and understanding of leadership. Yet, people hold very different understandings of leaders and leadership. Employees even within a single institution may hold a range of ideas about what it is to be a leader (Bennis, 1998). Furthermore, according to Avery, the very ideas of leadership vary depending upon the research methods and the level of the organization to which they are applied.

Which Leadership Framework is Appropriate for My Research Study?

Leadership has been defined in terms of traits, processes, skill(s), behaviors, attitudes, values, competency, a relationship, and a construct (Gill, 2006). My review of literature enabled me to conclude that many of the theories and models of leadership fail to provide a satisfactory explanation of leadership and therefore, could not serve as the model for my work, a conclusion that is consistent with several scholars. For example, Gill suggested that a huge problem in applying any theory of leadership is that leadership theories are biased.

> Many theories are partisan or partial, reflecting particular philosophical or ideological points of view. Many are based on limited, even biased, research: the answers one gets depends upon which question one asks. As a result the theories that emerge are often self-fulfilling prophecies and at best explain only some aspects of leadership. (p. 60)

Whipp and Pettigrew (1993) suggested that there has been insufficient attention to leadership as a process and to the interaction between leadership and context. Wright (1996) charged that the variety of different theoretical frameworks constitutes a relatively fragmented and disparate body of knowledge, and this reduces their value. Perhaps Middlehurst (1993) described best the shortcomings of many leadership theories: "These theories by themselves do not offer a completely satisfying account of leadership at either conceptual or empirical levels. Little account is taken of leader-follower interactions, of follower influences on leadership or of differences in leadership at various organizational levels" (p. 26).

Many leadership theories also proved to be inadequate for my research study because each appears to be a product of its own particular economic and social context. According to Gronn (1995), theories of leadership wax and wane in keeping with the wider cultural and economic shifts and developments and reflect the changing nature of work and authority in society as a whole. Some of the more recent models of leadership attempt to integrate several dimensions of leadership (Gill, 2006). These include the intellectual/cognitive dimension (Judge, Colbert, & Ilies, 2004), emotional dimension (Goleman, 1995), spiritual dimension (Fry, 2003), and behavioral

dimension (Gardner, 1993; Marshall, 1991). Nonetheless, no single theory of leadership proved to be complete or universally accepted.

Despite the shortcomings of many leadership theories and models described in this literature review, I ultimately identified Astin and Leland's (1991) definition of leadership as an apt fit my study of female higher education leaders in midlife. Astin and Leland defined leadership as "a process by which members of a group are empowered to work together synergistically toward a common goal or vision that will create change, transform institutions, and thus improve the quality of life" (p. 8). This post-industrial theoretical framework was especially appropriate for my study of leadership because my work was sited at an institution of higher learning. Colleges and universities exist for one reason – to improve the quality of lives. According to Cohen and Brawer (2003), higher education "helps individuals learn what they need to know to be effective, responsible members of society. The colleges can and do make it easier for people to move between social classes…they provide a channel of upward mobility for individuals of any age" (p. 193). Thus, Astin and Leland's (1991) definition of leadership to "improve the quality of life" marries extremely well with the higher education mission to improve lives. Furthermore, leadership theories that rely upon traits, behaviors, and situations to explain leadership, including many of the theories described in my extensive literature review, worked well in an industrial era when "the predominant goal of leadership was production and efficiency" (Komives, Owen, Longerbeam, Mainella, & Osteen, 2005). However, the principles in Astin and Leland's post-industrial leadership definition better support the values-centered approach of higher education and have influenced new pedagogical leadership models (Cohen & Brawer). Astin and Leland's definition includes elements of inclusiveness and process orientation that are cornerstones of higher education leadership. As Cohen and Brawer suggested, higher education leadership is "a transaction between people, not a quality or set of traits held by person who is in a position of authority" (p. 136). Therefore, Astin and Leland's focus on process and synergism made their definition an apt fit to my study of higher education leadership.

What Selection Criteria Can I Use to Identify Higher Education Leaders?

After Astin and Leland's (1991) seminal work, the second study of women in leadership that particularly informed my study was Grace-Odeleye and Osula's (2007) "The Role of Forgiveness in the Leadership Practices of Women Leaders in Higher Education," published in *Advancing Women in Leadership*. This study examined the use of interpersonal forgiveness in the leadership practices of women leaders in higher education, focusing on six women with senior level administrative positions in a large public university. The selection criteria used in that study were:

1. A minimum of 20 years of experience in higher education
2. Supervisory experience

3. A history of extensive committee work
4. High visibility as leaders within the institution, and
5. High level of professionalism and administrative contributions to the university community. (p. 31)

My research, following Grace-Odeleye and Osula (2007), established similar selection criteria for participation in the study.

Why Study Midlife Leaders Who Work Particularly in Higher Education?

Clearly, my own work as a midlife leader working in higher education influenced me to locate my study in higher education. However, my literature review suggested to me that there is also a great need for more leadership scholarship particularly in higher education. Mills (2006), in particular, played an influential role in my research. I was greatly impressed by her use of celebrated psychologist Abraham Maslow as a fascinating case study in midlife higher education leadership.

Maslow began keeping a journal in which he chronicled many feelings that Mills (2006) says are "typically found in a person moving into the second half of life" (p. 295). Maslow had come to Brandeis University from Brooklyn College in 1951 to assume a leadership role as chair of the psychology department. In his journal, started in 1959 at age 51, Maslow complained of not having enough time and energy; he found himself beset by several physical problems including profound sleep issues, a gall bladder attack, and finally, a mild heart attack. In his early 50s, Maslow wrote how he found himself to be surprisingly unhappy with his work, especially his chairmanship duties in the psychology department. Maslow's professional struggles (whether to keep his job, whether to keep his lucrative lecturing tours), constantly mentioned in his journal, mirrored the ideas described by many midlife researchers (Mills). The most weighty of his responsibilities and midlife problems remained his chairmanship of the psychology department. Ultimately, Maslow left his leadership role at Brandeis to take the directorship of a research project in California. There, he was more content as he had the opportunity to find greater significance in his work. Notably, Maslow's journals showed a growing interest in his daughter and granddaughter at this time, a further indication of shifting priorities and inner change and perhaps a shift to more communal rather than agentic generativity motivation. According to Mills,

> Maslow's story of his coming to grips with his moving from the "success" mode in a higher education leadership role, to a sense of significance in a new job suggests that universities/colleges may want to rethink the roles of deans and chairs who find they are moving into the mid-life stage. Brandeis University lost an important person because the system was unable to accommodate Maslow's …needs. Yet it would seem possible for an institution of higher education to work with deans or chairs to help them move to a level of work that would please both sides. (p. 300)

Often, Mills (2006) warned, individuals leave the teaching arena to go into higher education leadership positions because they seek to find new levels of success. They may also seek leadership positions in order to realize their generativity motivation. "Yet, if research is correct, such a quest may surprisingly become frustrating, as in the case of Maslow, because significance and not success emerges as bringing the most fulfillment" (Mills, 2006, p. 300). It is possible that Maslow left his academic chair position and sought leadership as a researcher not only because of the greater significance of his work at that time but also because of the greater significance of his work for future generations. Thus, it is possible that Maslow's generativity motivation influenced his decision to leave his academic leadership position at Brandeis. Adds Mills, higher education institutions should work to develop an awareness of the typical need to change on the part of leaders entering the second half of life. They should "provide a safe and nurturing environment for this transition" (Mills, 2006, p. 301).

Mills' (2006) fascinating study and analysis of Abraham Maslow convinced me that there is a shortage of and great need for more scholarship in midlife leadership that is particularly located within a higher education context.

How Does Generativity Manifest Itself Particularly in Women?

My literature review suggested that psychosocially healthy midlife women are generative, but that only some are generative through their careers. For instance, Peterson and Stewart (1996) found that highly generative women with careers found generativity gratification through work, whereas generative women not working in careers experienced generativity gratification through parenting. An antecedent of generativity motivation in midlife women appeared to be a supportive mentor such as a teacher or boss during young adulthood who likely encourages one's psychological growth (Peterson & Stewart). However, parents, spouses, and lovers did not appear in the literature to be important generative influences in midlife women,

When women grow up also seems to influence their generativity. For example, Stewart and Ostrove (1998) examined several key features of adult development, including generativity, in the cohort of American women born during the baby boom. The authors focused on women in this group and compared their experiences with older cohorts and research on men. Through this, they demonstrated the need for models of aging that take account of the intersections of history, gender, and individual development. Stewart and Ostrove maintained that "middle age is gendered differently for different generations" (p. 1186). By their late 40s, most of the baby-boom women studied by Stewart and Ostrove reported high levels of identity certainty and enhanced power as a generative agent in the world. For these women, desires to be generative may have been squelched or channeled into traditional family roles in young adulthood. However, profound social changes, most importantly, the rise of the women's movement, ultimately instigated midlife course corrections, which in turn functioned to broaden generative scope and to strengthen women's confidence in their generative abilities (Stewart & Ostrove).

Some midlife women's generativity is manifested through politics. Stewart and Gold-Steinberg (1990), who studied politically active women, found that social and historical events were important to women throughout their lives but particularly during the periods of early childhood, later adolescence, and young adulthood. During midlife, they seemed motivated by generativity preoccupations and translated their political thinking into action, Stewart and Gold-Steinberg maintained.

My review of literature also suggested that there is a difference between a woman's generativity strivings and her generativity realization. Stewart and Vandewater (1998) addressed this issue particularly. They found that generative desires in women begin to peak in early adulthood and decline in middle and later life. However, the felt capacity for generativity in women rises from early to middle adulthood and then begins to decline to some degree, Stewart and Vandewater argued. My research study, following Stewart and Vandewater, attempted to distinguish between the felt capacity for generativity, generativity motivation, and generativity realization.

Gender stereotypes would predict that men may express more agentic aspects of generativity while women may show more communal manifestations (Kotre, 1984). To date, however, little research has directly examined this claim. Nor has research directly examined the hypothesis, derived from Gutmann (1987) and other proponents of midlife gender crossover, that men's generativity expressions might move toward the communal in and after midlife, whereas women might channel generativity into more agentic pursuits at this life point. In recent years, many theorists and researchers have moved gender to the center of life-course inquiries. These developments surely hold implications for understanding women's generativity at midlife.

Overall, empirical studies on midlife women and generativity, while relatively few and yielding mixed results, suggested that sometimes women who have worked in a career since graduation from college want to "reconnect with parts of themselves that they have not addressed during their adult years" (Hunter, Sundel, & Sundel, 2002, p. 237). Often they desire to be generative, to do something meaningful, or to give back something to their community. They may seek counseling for concerns about identity achievement that may involve issues "related to generativity" in parental, partner, and career roles (Hunter et al., 2002, p. 237). Generativity realization seems to become more significant in midlife for "educationally and financially advantaged samples" (Hunter et al., 2002, p. 236). Other midlife women who are not advantaged in the same ways may not have the opportunities, time, or resources for expanding their radius of generative efforts. Generativity realization for women by social class and educational attainment, however, has yet to be addressed (Peterson & Klohnen, 1995; McAdams, 2001).

What Else Did My Literature Review Uncover?

The challenges of defining midlife for the purposes of researching this phenomenon suggested that the perspectives of linear- (chronological age) and non-linear age individually are inadequate; the two perspectives are best combined. Therefore, the

definition of midlife I ultimately used in my study combines both linear- and non-linear age perspectives. My review of literature also suggested that there is a significant difference between early and later midlife. The literature suggested that it is during the second or later phase of midlife that issues revolve increasingly around career and particularly, the decisions about how much energy and ambition to invest in work. I ended up choosing informants in later midlife to participate in my study because they were more likely (than those in early midlife) to focus on issues related to their career generativity. Thus, my research study of leadership in midlife took into account the work of numerous midlife researchers and focused on individuals who were in (using a linear-age perspective) later midlife (ages 50–64) and who (using a non-linear age perspective) self age-identified as being in midlife.

My literature review also suggested that midlife researchers and scholars point to the importance of gender in their data and analyses. This study focused specifically on leadership among women in midlife and is especially useful because it used a qualitative research methodology. According to Astin and Leland (1991), who also used a qualitative methodology to study leadership among women, recent studies on gender and leadership have often used "laboratory experiments with traditional instrumentation" (p. 4). My study, focusing specifically on women, sought to contribute needed qualitative research to this important field of inquiry.

My review of literature further suggested that several intriguing questions about generativity have received virtually no research attention at all. Generativity in the workplace and in leadership in particular turned out to be a rich and largely unmined area for exploration. Research into generativity in higher education leadership appeared to be especially needed; it is, after, all, the mission of higher education to develop individuals for the future. The legacy college and university leaders leave behind for the next generation is critically important to that end. More research also seemed to be needed to address the question of generativity in higher education leadership and specifically, the developmental antecedents of generativity. And, more research was needed, I believed, to explore how generativity is learned and can be explicitly taught and whether and how institutions of higher learning can foster generativity in their leadership.

My literature review also suggested that defining leadership is a slippery slope at best. There is an embarrassment of riches when it comes to leadership definitions and theories. Clearly, a formal or appointed leader (such as a person designated as a president, provost, chancellor, dean, or department head) could have been one way to identify a higher education leader for the purpose of my study. However, as my literature review bore out, an individual who holds a particular title or position (what Astin and Leland (1991) call a "positional leader," p. 6) may or may not demonstrate leadership. Therefore, additional parameters were required for me to define what a higher education leader would be in my study.

Astin and Leland (1991) suggested that defining leadership for the purposes of study should "establish links between leader motives, aspirations, and actions" (p. 5). My study sought to do exactly that; it attempted to identify generativity motivation, generativity aspirations, and generativity realization in leadership. It was driven by a desire to expand the concept of leadership and to contribute fresh insights

to the body of literature in this field by examining the nature of, antecedents of, and supportive environment for one aspect of leadership (generativity) among women in leadership roles. Therefore, leadership, as defined in my study, would follow Astin and Leland's post-industrial definition of leadership as "a process by which members of a group are empowered to work together synergistically toward a common goal or vision that will create change, transform institutions, and thus improve the quality of life" (p. 8).

Summary

This chapter situated my research study within the context of many practical considerations and applications. Notably, it explained the theoretical lens through which I examined my research questions, a combination of Erikson's theory of generativity and Astin & Leland's post-industrial definition of leadership. This chapter also explained why legacy strivings escalate in midlife and why generativity usually matters more to leaders in midlife than to those who are younger. It described how and why I defined terms such as *midlife* and *higher education leader* in my study. This chapter further explored how women particularly experience midlife, generativity as a midlife phenomenon, and the need for more research located specifically within higher education contexts.

Exercise: Childhood and Early Adulthood Antecedents to Generativity Strivings

At the end of Chap. 1, you completed an exercise in which you considered legacies of others that may have influenced your generativity. Now, delve more deeply into who and/or what motivated you to leave a leadership legacy. Think about your upbringing, the people you've known both personally and professionally, the media you've consumed, your faith, and your experiences. Who and/or what do you think influenced you to want to leave a professional legacy now? Specifically:

1. How, if at all, do you think ..?.. influenced you to want to leave a professional legacy now?
   (a) Your mother and/or father (or other person(s) who primarily raised you)
   (b) Other family members
   (c) A person (or persons) from outside of your family
   (d) A teacher, professor, or administrator at a school, college, or university
   (e) A role model(s) – either someone you knew or a public figure
   (f) Media (real and fictional, including specific films, books, and magazine stories)
   (g) Your faith

2. Who or what else influenced you to want to leave a leadership legacy now?
3. Would you say that your motivation to leave a leadership legacy was shaped mostly from others, from within yourself, or from a combination of the two?
4. Imagine that you meet a child who wants to become a leader in higher education when he or she grows up. If you had unlimited time and resources, what might you do with that child right now so that he or she will be motivated to leave a leadership legacy when he or she assumes college or university leadership someday?
5. Imagine that you meet a younger faculty member at your college or university who has aspirations to assume a leadership role down the road. If you had unlimited time and resources, what might you do with that faculty member right now so that he or she will be motivated to leave a leadership legacy when he or she assumes college or university leadership someday?

Chapter 3
The Case Study

The use of qualitative methods in research can be, as Patton (2002) aptly put it, "quite controversial" (p. 571). The controversy stems in large part from the long-standing debate among scholars over how best to study and understand the world. I believe that the debate is motivated by good intentions and rooted in sincere philosophical differences about the nature of reality and epistemological differences about what constitutes knowledge and how it is created. Nonetheless, the scholarly debate between quantitative and qualitative researchers can be at times divisive, emotional, and even rancorous (Patton, p. 572).

Given the often controversial nature of qualitative findings and the necessity, on occasion, to be able to explain and even defend the value and appropriateness of qualitative approaches and the choices one has made (Patton, 2002), I am including in Appendix E a detailed description of the research design for my case study. This chapter coupled with Appendix E describe step by step my strategies, thought processes, and rationales for every decision I made in my research design and ground these decisions in the relevant literature. Specifically, I will share with you my rationale for choosing the naturalistic paradigm, a qualitative research method, and case study in particular. I will also include a detailed description of my research design and data analysis including my theoretical sampling strategies, criteria for participation in my study, unit of analysis, trustworthiness strategies, instruments, ethical considerations, strengths and limitations, data collection strategies, criteria for interpreting my study's findings, coding strategies, propositions and assumptions, contingency plans, and delimitations.

Readers who wish to learn in detail my research plan, rationale, and design within the context of the relevant literature will find this chapter and Appendix E to be helpful. Others will find the summary at the end of this chapter and the executive summary provided in Appendix A to be sufficient explanation of my research methodology.

L. Hills, *Lasting Female Educational Leadership: Leadership Legacies of Women Leaders*, Studies in Educational Leadership 18, DOI 10.1007/978-94-007-5019-7_3,

Rationale for Choosing the Naturalistic Paradigm

One of the first questions I had to address regarding my research design was whether to choose the naturalistic paradigm. Wolf and Tymitz (1976–1977) defined naturalistic inquiry as:

> …an investigation mode designed to understand human perceptions, social realities and actualities that exist untainted by the obtrusiveness of formal measurement or preconceived questions.…Naturalistic inquiry attempts to present "slice of life" episodes documented through natural language and representing as closely as possible how people feel, what they know, and what their concerns, beliefs, perceptions, and understandings are. (p. 6)

Using the naturalistic paradigm, the researcher does not attempt to manipulate the research setting and places no constraints on the outcomes of the research (Guba, 1978; Patton, 2002). A laboratory experiment, in contrast, would provide opportunities for a researcher to manipulate the research setting and/or to place various constraints on the outcomes.

I chose the naturalistic research paradigm for my project on generativity in the leadership of female higher education leaders in midlife for two reasons. First, Guba and Lincoln (1981) asserted that the naturalistic paradigm is one of the most useful methods of inquiry when exploring human perceptions because it allows participants to construct their own meanings of situations. The theoretical framework I chose for my study addressed generativity from the higher education leader's viewpoint. Each informant was allowed to construct her own reality of perception regarding her leadership legacy and thus, her generativity. Thus, the naturalistic paradigm was appropriate.

Second, my chosen theoretical framework and the naturalistic paradigm both supported the collection of a wealth of data. Thick descriptions of experiences, actions, and thoughts shared are characteristics of Erikson's theory, Astin and Leland's post-industrial theoretical framework of leadership, and the naturalistic paradigm. I believed that the naturalistic paradigm was the appropriate method of inquiry for my study because the theoretical framework on which the study is based closely aligns with the characteristics of the paradigm.

Rationale for Taking a Qualitative Research Approach

The next question I had to address was whether to take a qualitative or quantitative research approach. Qualitative research is best used when a researcher does not seek to test theory, set up an experiment, or measure anything. As Patton (2002) explained,

> If you want to know how much people weigh, use a scale. If you want to know if they're obese, measure body fat…If you want to know what their weight means to them, how it affects them, how they think about it, and what they do about it, you need to ask them questions, find out about their experiences, and hear their stories. (p. 13)

Qualitative research is well-suited to any study that seeks to gain a deep understanding of the situation and meaning for those involved. It may be chosen when the

researcher is interested in process rather than outcomes, in context rather than a specific variable, in discovery rather than confirmation (Merriam, 1998).

Patton (2002) recommended using qualitative methods to investigate problems about processes where an in-depth view of the individual experience is needed. The research questions in my study sought to understand the complex nature of generativity in higher education leadership. A qualitative research methodology was an excellent choice, therefore, because it enabled me to capture an in-depth view of individual experience. It allowed me to, as Denzin and Lincoln (2005) suggested, "get closer to the actor's perspective through detailed interviewing and observation" (p. 12). Moreover, the context was extremely important in my study. As Patton (2002) reminded us, taking something out of context is to distort it, to change its meaning by omitting consideration of how a gesture, a conversation, or even a word occurs in a context that locates it in time, space, and circumstance. The qualitative approach enabled me to conduct my research with participants within the context of one higher education institution and to observe them first-hand. This vantage point enabled me to focus on the particular.

Finally, the research questions for my study focused on *how*. I wanted to know *how* generativity manifests itself, *how* individuals became generative, *how* institutions can support generativity. My research questions sought to uncover a process. According to Denzin and Lincoln (2005), qualitative researchers "seek answers to questions that stress how social experience is created and given meaning" (p. 10). In contrast, quantitative studies emphasize the measurements (how much). They emphasize causal relationships between variables, not process. For these reasons, I used a qualitative research methodology for my study.

Rationale for Conducting a Case Study

Next, I had to decide which type of qualitative research approach to take. I selected case study as the particular methodology for my study for several reasons. According to Yin (2003a), "Case studies are the preferred strategy when 'how' or 'why' questions are being posed, when the investigator has little control over events, and when the focus is on a contemporary phenomenon within some real-life context" (p. 1). These were the exact circumstances of my research study; I posed *how* questions, brought no control over the events, and focused on a contemporary phenomenon (generativity in midlife) within a real-life context (higher education leadership).

I was also attracted to case study methodology because as Merriam (1998) suggested, case studies are widely accepted and "prevalent throughout the field of education" (p. 26). As Merriam (1998) said, "Most teachers, graduate students, and researchers in education … have encountered case studies in their training or work" (p. 26). Case study methodology's wide acceptance in the field of education (and presumably, among educational scholars) made it an excellent choice my research study because it was set in the context of an institution of higher learning.

Finally, I was attracted to case study as a research strategy because the methodology plays well to my strengths and interests. I have been a non-fiction book and periodical author for nearly 30 years and have published three books and hundreds of articles. I have had significant experience interviewing informants, analyzing the data collected, and writing reports of those analyses. I knew from that extensive experience that I enjoy opportunities to meet informants in person and to elicit data from them in semi-structured interviews. Therefore, case study was a strategy that appealed to me and that put my interviewing and analytical skills to use.

Criteria for Study Participation

My literature review and methodology enabled me to identify ten criteria for participation in my case study. The six informants taking part in my study were each:

1. Female,
2. In later midlife as defined chronologically (linearly) as between the ages of 50 and 64,
3. Self-identified as being in midlife,
4. Currently employed at the institution that served as my research site,
5. Experienced with a minimum of 20 years in higher education,
6. Experienced as a supervisor,
7. Experienced with a history of extensive committee or group work,
8. A highly visible leader who holds a visible leadership position within the institution,
9. Individuals who had made high level administrative contributions to the institution's community, and
10. Motivated to leave a leadership legacy.

Methodology Summary

Readers who wish to delve deeply into the methodology of my case study are encouraged to review Appendices A, B, C, D, and E:

- Appendix A provides an executive summary of the case study including a definition of generativity, a description of the research problem, a description of my study's purpose, my research questions, my research design, key findings of my study, my working hypotheses, an emergent theoretical framework from my study, implications of my study, and future research questions.
- Appendix B provides the interview guide and questions I used for first and second interviews with my informants.
- Appendix C provides the interview guide and questions I used with my secondary sources.

- Appendix D provides my immediate post-interview review questions.
- Appendix E describes in detail the methodology I used to conduct my case study. It provides my rationale and methodology for delimiting the case; the criteria I devised for study participation; the strategies I used to strengthen the trustworthiness of my study; ethical considerations of case study; strengths and limitations of case studies; a detailed description of my research design; the criteria I used for interpreting my study's findings; and my study's delimitations.

This chapter and Appendix E describe in detail my rationale for and the design of my qualitative case study about higher education leadership legacies. Together, they summarize my rationale for choosing the naturalistic paradigm, a qualitative methodology, and a multiple case study in particular. They explain how and why I conducted a pilot study to enable me to test and refine my research design. They describe the purposeful sampling technique I used of snowball sampling, beginning with a panel of nominators comprised of three high-ranking higher education leaders, ultimately to identify six informants who matched my study's informant selection criteria and who wished to take part in my study. Appendix E also describes numerous measures I took to ensure the trustworthiness of my study, in the four categories of *credibility, triangulation, transferability,* and *reliability.* It describes my study's data collection triangulation through the use of two guided and transcribed one-on-one interviews with each informant, a secondary source interview, and a document collection that included CVs, bios, correspondence, and articles by or about the informants' leadership. Appendix E also explores case study ethics and why I decided to assign a pseudonym to each informant to protect her identity.

Appendix E further describes in detail my data analysis. It describes how I transcribed verbatim the 18 face-to-face interviews with informants and secondary sources. It explains why and how I conducted a post-interview review of each interview to capture my impressions, observations, and insights. It further describes how I used open manual coding to create a start list of 171 codes and analyzed the codes inductively to identify 18 themes and 22 subcodes. Finally, Appendix E describes how and why I used three peer debriefers to enable me to establish construct validity by providing feedback and insights that I incorporated into my final research report, enhancing the trustworthiness of both my data collection and analysis procedures.

Exercise: A Higher Education Leadership Legacy Survey

A survey instrument can be used to gather additional quantitative data to support the qualitative findings of my research. Below is a survey for higher education leaders to take about their higher education leadership legacy. Take this survey and share it with other leaders at your institution of higher learning to see what you can find out. Your compiled results may help you identify a need for new programs and opportunities for fostering and developing legacy thinking within your college or university.

1. How old are you?

   ___ 18–28
   ___ 29–39
   ___ 40–49
   ___ 50–64
   ___ 65 or older

2. Would you describe yourself as a person in midlife?

   ___ Yes
   ___ No
   ___ Not sure

3. How many years of full-time experience do you have working in a higher education institution?

   ___ Less than 5 years
   ___ 6–10 years
   ___ 11–15 years
   ___ 16–20 years
   ___ More than 20 years

4. What is your gender?
   ___ Female
   ___ Male

5. Would you say that you hold a highly visible leadership position at your college or university?

   ___ Yes
   ___ No
   ___ Not sure

6. Are you motivated to leave a legacy stemming from your leadership at your college or university? In other words, would you like your work you're doing and the impact you're having on others to last beyond the time you are employed at your institution of higher learning?

   ___ Yes
   ___ No
   ___ Not sure

7. If you answered *no* to #6, which of these reasons best explains your answer? (Check all that apply)

   ___ I'm not sure that the impact of leaders can endure after they're gone
   ___ I don't believe that the work I'm doing will have a lasting impact
   ___ I'm focusing on right now, not on what happens to this institution in the future
   ___ No one or almost no one has a lasting impact at this college or university
   ___ There's no support here for thinking in the long term
   ___ I'm too young to think about things like that
   ___ I'm too overwhelmed with my current responsibilities to think long term
   ___ My work at this college or university isn't that important to me

___ I believe I've already left my legacy
___ Other: _____

8. If you answered *yes* or *not sure* to #6, how certain are you about leaving a legacy of your leadership?

___ Extremely certain. I want to leave a legacy. It's important to me.
___ Somewhat certain. I probably want to leave a legacy.
___ Not certain. I am not sure how important it is to me that I leave a legacy.

9. If you answered *yes* or *not sure* to #6, do you know what you want your legacy to be?

___ Yes. I know what I want my legacy to be.
___ Possibly. I have some ideas about what I'd like my legacy to be.
___ No. I don't know what I want my legacy to be.

10. Have you ever been mentored?

___ Yes
___ No
___ I'm not sure

11. Have you ever mentored another person?

___ Yes
___ No
___ I'm not sure

12. Do you believe that your college or university wants you to leave a legacy of your leadership?

___ Yes
___ No
___ I'm not sure

13. Can you identify at least one significant leadership legacy at your college or university? In other words, can you point to a leader or leaders who are no longer at your institution but who have had a lasting impact?

___ Yes
___ No
___ I'm not sure

14. How likely would you be to participate in a program, class, roundtable, or other event focusing on how to leave a leadership legacy at your college or university?

___ Extremely likely
___ Somewhat likely
___ I'm not sure
___ Somewhat unlikely
___ Extremely unlikely

15. If you had to guess, would you say that you will succeed in leaving a legacy of your leadership at your college or university?

___ Yes. I believe I will leave a legacy of my leadership.
___ I don't know. It can go either way.
___ No. I do not believe I will leave a legacy of my leadership.

Chapter 4
Characteristics that Influence Leadership Legacies

The purpose of my descriptive case study was to understand the nature, antecedents, and support of generativity in the leadership of female higher education leaders in midlife. I conducted this study to fill the need for research about generativity in leadership and particularly, among the women who lead our institutions of higher learning. This chapter presents the data collected from my 18 face-to-face interviews with my study's informants, secondary sources, and from the documents I collected.

Description of Informants

The six informants selected for the research study appeared to be enthusiastic about their participation. They were quick to respond to my emails and generous with their time and attention. Consistently through the interview process, the informants set aside two-hour blocks in their schedules for our interviews.

Pseudonyms

I randomly assigned a pseudonym to each informant to safeguard her identity. The pseudonyms I used for the informants in this study were *Cordelia, Desdemona, Juliet, Ophelia, Portia*, and *Titania*. I told the informants that I would additionally provide neither the name nor a detailed description of the research site in this report. Several of the informants told me that the cloak of confidentiality helped them to feel comfortable speaking freely with me during the interviews. For example, Cordelia said, early in her first interview, "I can say this, I think, because you told me this is going to be anonymous in many ways…." She then shared a sensitive story to illustrate a point she was making.

L. Hills, *Lasting Female Educational Leadership: Leadership Legacies of Women Leaders*, Studies in Educational Leadership 18, DOI 10.1007/978-94-007-5019-7_4,

Preparation

The informants appeared to be well-prepared for the interviews. Five of the six informants told me that they appreciated receiving the interview questions in advance. Three of them came prepared for the interview with a print-out of the questions and their notes, and they referred to these during the interview. All six informants gathered the documents I had requested in advance of either their first or second interview and had them duplicated and ready for me. Two additionally sent me the same documents electronically. All six informants were also quick to invite their secondary sources into the study, typically extending the invitation within three days of my request.

Insights

Each of the informants agreed that she was motivated to leave a leadership legacy. This was a requirement for participation in the study. However, an additional finding of my study had to do with the study itself; several informants told me that they had not considered that they would leave a leadership legacy or what that legacy might look like prior to being asked to participate in the study. For example, Titania described her initial reaction to the notion that she will leave a leadership legacy:

> Honestly, when I first was asked if I was interested in doing this [study] and I was looking at the criteria to see if they fit, I saw the word legacy and thought, "Well, I don't have a legacy"….You know, the Wright brothers left a legacy. They brought in airplanes. What did I bring in? So I kept on thinking about, well, what is legacy? How do I have a legacy? And the more I thought about it, the more I could see that….legacy is everything that is left behind….So for me, I now believe that legacy can be big like a building or it can be a point of view. I see now that I will leave a legacy.

Portia echoed this sentiment when she said, "I never really thought about a legacy until I saw this [invitation to participate in the study]. Ophelia believed that whether one gives much thought to one's legacy may be gender-related:

> I bet you women haven't thought about it [leaving a leadership legacy]. I didn't think about it. I think about leaving a legacy in general in life, but I didn't think about it terms of the college and my leadership role here. But I would bet men do….I think probably more so they do.

Several of the informants told me at the conclusion of the second interview that they found the experience of participating in the study to be enjoyable and enlightening. Ophelia, for instance, said:

> For me, it's been really interesting to have these conversations…It's all kind of about me so that makes it nice, too…Women don't get that. I mean, if you're looking from a women's perspective, unless you're paying for your therapy, there are very few opportunities in life where it's about you, in work situations especially.

Titania, at the end of her second interview, said, "I want to thank you for the opportunity because quite frankly, I never thought in terms of any legacy I left." And Cordelia concluded her second interview by telling me, "This has been a great experience,

talking about it [leadership legacies]. It's been helpful to reflect." Several of the informants also told me that they appreciated my scholarly interest in female leaders in higher education. Cordelia, for instance, said, "Well, I just think it's a very timely topic. I think it's going to make quite a contribution to the literature, to research. And I'd like to see what the big picture looks like, outside of me."

Additional findings about the six informants who participated in my study include the following:

- One of the informants identified herself as African American.
- Three of the informants grew up in the state in which the research site is located. The remaining three informants hailed from other states on the East Coast.
- All six informants were U.S. citizens by birth, native speakers of English, and schooled in the United States.
- None of the informants attended the research site as a student.
- Four of the informants held doctoral degrees. The other two informants held master's degrees.
- When asked about their faith, two of the informants said they were raised as Episcopalian, one as Baptist, one as Methodist, and one as Jewish. One did not describe how she was raised.
- All of the informants had at least 20 years of experience working in higher education. The informant with the shortest employment history at the research site had worked there for 3.5 years. The informant with the longest employment at the research site had worked there for 29 years.
- All six informants had front-line experience working directly with students through teaching and/or counseling. Several said that they wished that their current leadership roles afforded them more opportunities to work directly with students. As Juliet explained, "I don't have as much student contact as I'd like to. I miss students."

Within-Case Data Presentation

Consistent with Merriam (1998), I conducted a within-case analysis to examine the data for each informant. By learning as much as possible about each individual case before the cross-case analysis, I was able to use all of that knowledge to compare and contrast accurately the cases under study in later cross-case analysis (Merriam). The descriptions provided below summarize the within-case analysis of each informant's attitudes about, influences for, and experiences with generativity in leadership.

Cordelia

Cordelia's leadership generativity hinged strongly on her spirituality. She told me that her work at the research site fulfills her divine purpose, that she believes in a Supreme Being, and that she lives her faith by making differences in people's lives.

Cordelia's parents and grandparents strongly influenced her generativity by modeling generative behavior and by leaving her a positive legacy of, in Cordelia's words, "a good name." A former supervisor earlier in her career was also an important generative influence. Cordelia told me that 80% of her motivation to leave a leadership legacy came from within. She said that a "strong sense of self" is the place to start developing generativity in others. She also told me that she was motivated to leave a legacy because she had seen colleagues honored during and after their retirement from research site. In Cordelia's words about leaving a leadership legacy at the research site, "You're not scratched out when you leave. People do remember that you were here."

Desdemona

Desdemona valued hard work, a commitment to excellence, and analytical ability in leadership. It is from these values that she said she plans to leave her leadership legacy. Desdemona also said she highly valued being accessible and helpful to others and that to this end, she works long hours, including most weekends. She told me that she was raised to believe that intelligence comes with the responsibilities to give back to others and to worry about the future. Desdemona's legacy concept is also tied very closely to the responsibility she feels in her leadership position to do what is in the best interest of the people in the community, even if that sometimes means that she has to offer opinions that are "unpopular" among members of the faculty and staff at the research site, she said. Desdemona's parents and grandparents strongly influenced her generativity, as did a number of positive and negative role models she encountered earlier in her career.

Juliet

Juliet said she has a "passion for social justice" and linked her generativity motivation to having grown up in the 1960s and to her strong faith. She believed that her generativity will open doors for others and "give them a place at the table." Juliet told me that formative experiences earlier in her career working with people she described as "dispossessed" influenced her generativity motivation strongly. She also said that her mother and her maternal grandparents strongly influenced her generativity, as did several of her former and current colleagues whom she described as "forward-thinking." Juliet said that as much as 98% of her generativity motivation comes from within. She said that she believed that the form of a leader's legacy may not endure but that the substance of that legacy can. According to Juliet, "Somebody else is going to come along and develop a better process [than the one you left as your legacy]. But a culture change that you left behind you can last."

Ophelia

Ophelia placed great value on collaboration and said that she believed that a higher education leader cannot be generative without being able to collaborate with others. She said that her leadership legacy is not as important to her as her "life legacy." Ophelia told me, "When I walk out of [research site], I will walk out. And it [my leadership legacy] will be what it is. It won't be that important in my life legacy." Important generative influences in Ophelia's life were works of art painted by her father that have endured and formative experiences working in jobs early on where she felt that she got to make a difference in people's lives. Ophelia told me that a generative leader needs to be sensitive to the needs of the world. She believed strongly that teaching, particularly in higher education, is an excellent way to develop generativity in future higher education leaders.

Portia

Portia believed that a higher education leader's legacy extends beyond the walls of the college or university and has broader financial implications for the community. In her words,

> If you get x number of people into the workforce, they generate x number of dollars in state revenue and taxes and they're buying things. Their money will go into the local community. So just by helping one student get one job, the higher education leaders' legacy will stimulate the entire economy.

Early influences on Portia's generativity included her mother, several professors, a boyfriend, and possibly, being brought up in a faith that she said espoused a "tradition of service." Portia also said that growing up in the 1960s and 1970s heightened her ethic of "contributing to the world and the future in a positive way." Portia believed that girls can be prepared to be generative future higher education leaders by participating in team sports, an experience that would teach them how to give to others and to work collaboratively with them to achieve common goals. Sensitivity to and experience with diverse cultures was also a way that Portia believed that generativity can be developed in future higher education leaders.

Titania

Titania by her own description is a higher education leader who marches to a different drummer. A word she used to describe herself was *New-Agey*. Her generativity is an extension of her overarching life philosophy to think of the people around her holistically. As Titania explained,

> You're not looking at them as just, "Well, this is my direct report," or, "This is my supervisor." You're looking at the whole person. You're bringing everything they are into this including how that person relates to other people and to the whole college or university.

Titania told me that she approaches her generativity with the understanding that what we do creates "ripples" that influence everything and everyone around us. Subjects as diverse as quantum physics, psychic-spiritualism, Parker Palmer's formation theory, and Native American philosophy informed Titania's leadership generativity. Titania pointed to her father, sister, teachers, colleagues, and a number of films that have a fantasy component as early influences on her own generativity. She believed that she's already achieved a higher education leadership legacy. In her words, "If I walked out right now, things are already left."

Cross-Case Data Presentation

Consistent with Patton (2002), Merriam (1998), Yin (2003a), and Miles and Huberman (1994), I did not conduct cross-case analysis until I had completed my thorough within-case analysis. This strategy reduced the likelihood of confusion over the plethora of data I collected and increased the likelihood of a more meaningful cross-case analysis. Therefore, after the individual cases were analyzed using the procedures described above, I continued data analysis across the cases.

I examined the data and code analysis and the question-by-question summary to identify the following nine key findings of my study:

1. The informants believed that being in midlife strongly increased their generativity motivation.
2. The informants believed that being a woman strongly influenced their leadership generativity.
3. The informants' leadership generativity was influenced by their positivity.
4. The informants' daily activities and responsibilities at the local level constituted their leadership generativity.
5. The informants' leadership generativity was a function of their having grown up in a particular moment in history.
6. The informants' leadership generativity was foregrounded in the experiences and teachings of childhood and early adulthood.
7. The informants' leadership generativity was rooted in their faith or spiritualism.
8. A purposeful generative environment facilitates leadership generativity.
9. Competing demands on leaders' time inhibit their leadership generativity.

These nine key findings, data summaries, and secondary findings are presented in response to the study's three research questions below.

Research Question 1: What is the Nature of Generativity in Leadership?

The first four key research findings described the nature of generativity in leadership. These were that (1) the informants believed that being in midlife strongly

increased their generativity motivation, (2) the informants believed that being a woman strongly influenced their leadership generativity, (3) the informants' leadership generativity was influenced by their positivity, and (4) the informants' daily activities and responsibilities at the local level constituted their leadership generativity. These key findings, a brief data summary, and secondary findings are presented in Table 4.1.

Key Finding 1: The informants believed that being in midlife strongly increased their generativity motivation.

All six informants reported with conviction that being in midlife influenced their generativity motivation in significant ways. A common theme in the data was that most of the informants had a sense that their time at the research site was running out. As Cordelia explained, "I'm seeing myself as gone from here [the research site]… I see the end… I'm looking at the next place, which is retirement, and so you reflect." Desdemona, too, said she could envision the end of her career at the institution:

> Time is running out….My sense of urgency is getting stronger and stronger.…I am getting older and I won't work here too much longer. Maybe a year or maybe five years, but it's not going to be another 20+ years.

Ophelia described how her impending retirement was linked to her intended higher education leadership legacy: "For me to be committed for as many years as I have been committed to this institution and to walk out and break the ties, I think leaving a legacy is really important." Portia also told me that she felt that her time at the college was running out and said, "I only, at the most, have whatever, x number of years left. I really should do this or should have done that. Yeah, I think about that."

Another aspect of midlife that the informants linked to their generativity was a sense that their careers had peaked. The informants described this sense of reaching the pinnacle of their careers with a tone of acceptance and even happiness in their voices. According to Cordelia:

> Now that I've reached this point I know what my professional career has been about and it is now peaked out. I don't have any aspirations to be a chancellor or to have [name of president]'s job one day or to do any of that. I am at a very comfortable place career-wise and so I think that's when the reflection starts and looking back and at the same time saying, "What do I want to leave for this next generation of people?"

Ophelia echoed this sentiment:

> At this particular stage in my life.…I'm not climbing the ladder. I'm done climbing the ladder trying to get higher and a new position. I'm happy with where I am…I don't want the next position. I don't want to be the president of a college. And I think that's great. I think that's age-related. It is for me. It's like, "Here I am. I'm at this place. I don't have to prove myself." So now the focus is on what I want to leave behind. My goal is not to stay.…I don't think I want to be here five years. So I'm really at that place where I'm on the other side.

Portia too, told me that she thought the she had reached the pinnacle of her career and that she felt freed by that realization. Portia explained,

Table 4.1 What is the nature of generativity in leadership?

Key finding	Data	Secondary findings
1. The informants believed that being in midlife strongly increased their generativity motivation.	Of all the questions I asked, the informants gave the fastest, clearest, and most emphatic responses to the question, "How, if at all, does being at this life point, in midlife, influence your intended higher education leadership legacy?" All six informants said immediately and with force that being in midlife strongly influenced their leadership generativity. They described a sense of urgency, that time was running out, that they could see the end of their days at the research site.	The informants said that their generativity has changed significantly over the past 15–20 years. In younger days, the informants reported having no generativity concept or one that was aimed at affecting change in a relatively small number of individuals, such as the students they taught. In midlife, their generativity motivations were stronger and had broader implications that will influence significantly larger numbers of people at the research site and in the community.
2. The informants believed that being a woman strongly influenced their leadership generativity.	The informants linked their generativity to a strong desire to nurture and care for others, a characteristic they described as largely female. The informants also thought that as women, they were more likely to use collaboration to realize their leadership generativity and described collaboration as a female characteristic.	The informants plan to realize both their agentic and communal leadership generativity communally. This finding is consistent with Kotre (1984), who predicted that men express more agentic aspects of generativity while women may show more communal manifestations. Moreover, the informants reported that their familial caretaker roles, particularly the role of mother, influenced their generativity.

3. The informants' leadership generativity was influenced by their positivity.	The informants' leadership generativity was influenced by their core leadership values, which were *honesty, working well with others, accessibility, communication,* and *leadership presence.* These values are consistent with several leadership theories including positive leadership, servant leadership, and spiritual leadership (Luthans and Avolio, 2003; Cameron, 2008; Greenleaf, 1977; Reave, 2005). The informants also exuded optimism about their generativity. They confidently suggested that if a higher education leader perseveres, she will eventually succeed in changing the culture at an institution of higher learning and that that culture is likely to endure.	The informants did not experience *generative chill*, which Snarey (1993) described as the anxiety and dread that becomes increasingly salient as one navigates through midlife, caused by a threatened loss of one's generative products. The informants optimistically suggested that cultural generativity is particularly attractive for higher education leaders because they believed that colleges and universities are large, complex institutions where culture is difficult to change. They defined the term *higher education leadership legacy* positively, yet could point easily to examples of negative leadership legacies they had experienced or witnessed. One informant suggested that even the most seemingly altruistic generativity may be rooted in a desire to fulfill the self.
4. The informants' daily activities and responsibilities at the local level constituted their leadership generativity.	The informants sought to change the culture at their institution by creating teams, programs, systems, and policies; mentoring and developing individuals; building relationships and ways of relating; and instilling values in others.	The scope of the informants' generativity was limited to the institution that employs them and the community it immediately serves. The informants aspired to cultural generativity, described by Kotre (1984) as what occurs when the generative objects are the culture itself. The informants planned to realize both their agentic and communal leadership generativity communally.

> It doesn't matter to me any more if I don't progress in my career. I know that certainly to be a [college president] or [campus director], you really have to put in your time and I don't want to do that any more.

Portia also said of the ambition she once felt at the institution, "I guess I don't have that any more."

The informants also described several personal characteristics that they believe changed as they matured and that have influenced their generativity. Several mentioned a sense of increased confidence that they linked to their maturing and being in midlife. According to Cordelia, "I now want to understand how what I know, what wisdom, what experience I have, can help them [future generations]. I now worry about what we are leaving them [the next generation] to work with." Titania said of the many positive changes that accompanied her being in midlife:

> I now view very much what is not important to put energy into. I don't sweat the small stuff anymore. That's something that comes with this life point….For me it definitely did…I've changed as I've gotten older. I was sweating the small stuff a lot more than I do now. Yeah. I've learned more patience, too….My tolerances are from much bigger things. They're not for the little itty-bitty things anymore.…I now also work within a balance instead of working ridiculous hours.…I don't work to the point of making myself nuts anymore.

Portia, too, said that she is more patient at midlife than she was earlier in her career. Desdemona, unlike the other informants, said that she believed that she is actually less patient now that she is in midlife:

> I find myself being a little less patient than I used to be with attitudes that I don't think are sensible. Before, I might have thought, "OK. Maybe I can change this person tactfully over a period of years." Well, I reached the conclusion that some of these people are just wrong. I'm not going to ever change that….I feel that I'm now having to be a little bit more outspoken… and sometimes having to state things that are unpopular.

Desdemona told me that she is not afraid to be more outspoken because she is at this life point. According to Desdemona, "I can already retire. If I get fired, I'll still have some retirement coming to me." Desdemona added that from the vantage point of midlife:

> I see that pretty soon a lot of people who were at the upper level [of our institution's administration] are going to be retiring. So I'm trying to set a good example and I'm encouraging some of the younger people who are moving up to speak up for what they think is right for this institution and…[the broader community we serve].

One informant, describing how her midlife perspectives were shaped by formative life cycle experiences, said,

> Both of my parents have passed. I've experienced long-term illnesses, divorce. There have been a lot of influences in my life and what it's done is made me look at where my bottom lines are and really define who I am and what is OK and what not OK. I know who I am now.

The informants also told me that their intended higher education leadership legacies were significantly different at their current life point than they were when they were younger. Ophelia, speaking of her earlier and younger days working at the research site, said,

> I didn't think about it [my leadership legacy] at all back then. I was much, much lower on the needs. I needed to have a job. I needed to use my skills. I had a master's degree. I didn't

> have a doctorate. So the education was part of it. Family was part of it….I was aspiring to higher levels of leadership. I wanted to be a very conscious decision maker and a leader in this institution….So, I've developed through all of that….and so has my intended legacy…. You really don't think about legacy till you're older.

In a similar vein, Cordelia said, "I wouldn't have been thinking about a legacy even 10 years ago." Cordelia elaborated:

> Simplicity is very much more important to me now. How simple can I make my life? How less cluttered and less busy can I make my life? And I think that's because 10 years prior, maybe even less than that, you're still on an assent and so …you are climbing and you are still in a striving mode. And so you feel like you've got to do all of these things, all this is important, everything is important. You've got to do this and you've got to do that. And somehow, when you reach a certain point, and I can't pinpoint when that is, things start to level off….I'm at a certain stage now where things are leveled out and I'm beyond proving things to people. I'm beyond acquiring and gathering all this stuff. I'm now in the mode of, "OK. Let's start clearing stuff out of here because this is going to be about me now.

Juliet, too, said that her intended higher education leadership legacy had changed at this life point. Now she focused on creating systems. However, she told me that her concerns of her earlier and younger days were mostly communal. As Juliet put it, "My concerns [15–20 years ago] were much more direct in terms of working with individuals, teaching, advising, counseling, helping people see what they could do as individuals."

Key Finding 2: The informants believed that being a woman strongly influenced their leadership generativity.

All six informants said that being a woman influenced or shaped their higher education leadership legacies, at least to some degree. Desdemona was the only informant who described a weak link between gender and her intended legacy. According to Desdemona, "I don't think it [being female] strongly influences my wish to leave a legacy.…[But] I think collaboration comes more naturally to women than to men." The remaining five informants told me that they believed that the connection between their gender and their leadership generativity was much stronger. For example, Cordelia said,

> When I talked about servant leadership, I think that's more yin than it is yang. I think also my thinking about transparency and openness and honesty, I think that's also female. I also think wanting to see people grow and nurture them, I think that's female. I think the way I do it is female, definitely…It's sharing the self in an open way so that people feel comfortable themselves in open ways. That's female. That's female.

Ophelia told me that her gender was linked not only to her generativity but also to her choice of profession:

> I think if you would honestly look at women in terms of what areas interest them, I think probably the whole area of [Ophelia's area of expertise] has been dominated by women. So, I think in that aspect, that's female.…I don't think it's an accident that I ended up here because women are the caretakers of the world.…My mother would say I've been in this field since I was a little kid, as the caretaker person and always wanting to help the other person or always figuring out how to bring people together. Always a consensus person, bringing parties together, I think that's very much a female-dominated skill and trait.

Portia, like Ophelia, suggested that the care-taking aspects of her intended higher education leadership legacy were gender-related. Said Portia,

> Women are supposed to be nurturing and they help you through things….If it's a student problem, they [older males employed by the research site] don't usually resolve it themselves but hand it off to a secretary who happens to be female or to somebody else, usually a female, I think. I don't know if I could document that. But the ones who actually sit there and work out the problems [our students have] tend to be the females.

Titania suggested that her intended higher education leadership legacy of collaboration and teamwork may have some roots in gender. According to Titania, "Men can be collaborative. But I think women tend to be initially more collaborative because I think they trust more initially."

Several informants described other ways that their gender influenced their generativity. Portia, like Ophelia, thought that her career path and even the major she chose as an undergraduate college student may have been gender-influenced as well. According to Portia, "Because of the career choices I made or didn't make, I've ended up in a spot that maybe a man wouldn't have ended up in after all these years." Portia also said that being a woman challenged her ability to realize her intended higher education leadership legacy. In Portia's words, "I still think in many cases women are not taken as seriously as men." Juliet believed that being a woman may have heightened her sensitivity to the needs and plights of the students she serves. According to Juliet:

> I think that sometimes as women we experience roadblocks ourselves so we're a little more sensitive to the roadblocks of others. That's probably the way it plays out for me. For some it plays out, "Well, if I did it, you [the student] ought to be able to do it, too.

Juliet added that although she doesn't always "buy into stereotypes about women," that she believed that women "tend to be more nurturing than men." Titania told me that being a woman may give her a particular advantage over men for realizing her intended higher education leadership legacy: "Women have opportunities to use softness or hardness and some of it can come from the physical, how you dress. And I don't think men have as much of an opportunity [as women do] for that."

An interesting finding from the data came from Juliet, who told me that she had a "checkered past" because as a woman, her family responsibilities required that she move a great deal in her earlier career. She said that having her current position of leadership at the research site gave her, at long last, an opportunity to make use of her varied work and life experiences and to progress in her career. In her words,

> Well I had 20 years…[moving from place to place for my family] where I didn't have any career progression at all. I just had a series of jobs. So, I took a big leap forward when I came here. I took another pretty big leap when I went to [another institution of higher learning]. So in a sense, I feel like I've probably caught up the 10 or 20 years I lost….That relates to my intended leadership legacy because maybe it gives me a little more impatience in wanting to do it…I've waited a long time to be in a position such as this one.

Motherhood was mentioned by several informants as having influenced their intended higher education leadership legacies. Several of the informants spoke of being positive role models for their own children and how they believed that motherhood made them more sympathetic to the plight and needs of the traditional age college student. For instance, Ophelia described how being a consumer of higher

education when her own children attended college shaped her thinking about her legacy and her role as a higher education leader:

> We're sending our children off to these institutions….Yeah, I saw for myself – my children went away to college….I want supports there for them, too. Twenty-some-year-olds are caught in that transition between adolescence and adulthood and we throw them into the world sometimes without support, sometimes with too much support. But I'm not sure they're ready….And I think they need (and maybe it's my experience, I have three children, watching them), there needs to be support systems in the higher education setting. I think that's [my own experiences as a mother of college students] really influenced me to want to leave this particular legacy because I'm seeing so many international students come here and they have no family and they have no support and they have no health insurance. And they don't even know what our culture is. It's almost (sighs). It should be illegal.

Cordelia also said that her roles as a mother and as a member of her extended family influenced her intended higher education leadership legacy. In Cordelia's case, the influence was largely linked to her self-concept as that of role model:

> My legacy has a lot to do with my role as a mother and my role as a career person in front of them [my children]. They have seen me all of my life working. And in whatever they are doing, I want them to have the same kind of value to their work. So, it's important that I have my children's respect…Right now, I'm the only person in my family with a doctoral degree. So that's very important to them. And they love that. They love to talk about that. And I'm glad they're proud of me….I hope my achievement then sparks the next generation to do more and to go further….So the legacy there is important.

Portia said that her role as a mother changed the amount of effort and time she can give to achieving her intended higher education leadership legacy: "I've had to limit my hours a little bit….I don't like to stay late or I try not to bring work home, whereas when [I wasn't a mother], I would put more hours into it."

Key Finding 3: The informants' leadership generativity was influenced by their positivity.

All six informants spoke of positive leadership qualities both in their core leadership values and in their generativity. They were optimistic and confident about their generativity and the leadership legacies they intended to leave.

The informants described numerous positive motivations for their intended higher education leadership legacies. For example, Ophelia's motivation to leave a higher education leadership legacy had a great deal to do with her career up to this point. She told me that her intended higher education leadership legacy "feels like life work to me." In Ophelia's words:

> All of my work experience and the things that I've done in my life have culminated in this job. And so for me, this is the job I'm supposed to have....This is where I was supposed to land. This is where I get to do my work. I get to do my life work.

Several informants explained how the particular needs of the research site motivated their legacies in positive ways. For instance, Portia said her intended higher education leadership legacy was to give excellent customer service because "I think it's very

important because we're so large and we have such a diverse population who may not understand the way we're doing things." Juliet, describing a particular new system she wants to put into place college-wide as part of her intended legacy, said, "We're taking the paperwork off of our faculty so they can …concentrate on their jobs."

Desdemona cited the needs of the broader community surrounding the college as the positive motivation behind her intended higher education leadership legacy. As Desdemona explained, "I think sometimes public colleges do things that aren't really in the best interest of the taxpayers. So, I think that sometimes if you can help people not do silly things, you're saving the taxpayers' money." Portia, too, said the needs of the community motivated her intended higher education leadership legacy:

> I am a public servant. That's old-time thought, I know. But I do work for the state and the public is paying my salary. And I think that there's some responsibility for me to give back to the public.

All six informants said that their positive motivation for leaving their higher education leadership legacies came from within more so than from external sources. For example, Juliet said that 98% of her motivation came from within, although "it's nice to get validation." Cordelia said that most of her motivation came from within but that that wasn't always the case:

> I think I may have begun [my career] with 80% [of my motivation coming from the] outside, 20% inside. And then as you grow, you take on a lot of influences that have shaped you. I think that at this point, I would say I am motivated 90% internally….So I'd say it has changed over time to where it's now primarily internal.

Desdemona, who said that most of her positive motivation was coming from inside her, also said that she noticed a change in this aspect of herself over the years:

> When I was younger, I wanted to make people proud of me like my Mom and Pop and my grandparents and even the first [higher education administer] and my boss at [name of research site unit] and all of that. But I don't have that kind of motivation for the approval any more. It's coming from within. I care about what my boss thinks because I have a high opinion of him. But that's not motivating me along these lines.

Portia told me that her motivation to leave a positive higher education leadership legacy came from within, too. She said it is, "Probably [it's] more that I need to do these things," than that exterior pull or a mandate motivated her. Ophelia considered that a big part of her positive motivation to be a generative leader came from within and may, in fact, be motivated by a desire to fulfill the self. When creating a new program, for instance, Ophelia said she will eventually get to say, "Yeah, I did that. And I'm proud of it." In that sense, there is selfish motivation coming from within, she said. According to Ophelia: "I don't know if there are any altruistic people in the world who do anything. And I don't think that's bad [if we do good things] and get something out of it [for ourselves]." Titania told me that her positive motivations came from within and from without, that "they're not separate at all." For Titania, "It's all one, all one. It's absolutely connected."

A most interesting finding that emerged from the data is that all six informants, when asked to describe what they thought a higher education leadership legacy was, limited their definitions to positives. Desdemona, for instance, defined higher

education leadership legacy as "that good work would continue after somebody leaves a college or university." Portia said a higher education leadership legacy was the "contributions I have made to the improvement of the higher education system throughout the United States." And Juliet said of her intended higher education leadership legacy, "The institution will be a better place because I was there."

While definitions of leadership legacies were limited to the positive, several informants described leaders they encountered throughout their careers whom they believed left negative higher education leadership legacies. Cordelia, for instance, describing the negative higher education leadership legacy left by a leader no longer at the institution, said, "People [speaking of the former leader] were not smiling. People were very negative in their responses or just even their body language. That made me very sensitive to how people remember you." Desdemona, describing a former supervisor's negative leadership legacy, said plainly, "There's no other word for him. He was a twit." Portia, describing the legacy of her former supervisor, said, "[He] used to put his name on everything and take credit for a lot of things that he didn't really do." And, speaking of the negative higher education leadership legacy left by several leaders who were no longer working at the research site, Portia added, "Most of them are gone now. But they influenced a lot of people who are still here. And until a lot of those people leave, that won't be totally gone."

I further asked the informants and their secondary sources separately to describe the informants' core leadership values. The core values were all positive. The most frequently-cited core leadership value was honesty. All six informants used words such as *honesty, integrity, truth, trust,* and *trustworthy* to describe this core value. Juliet, for example, said that her top core leadership value was integrity. When asked to elaborate, she said, "I mean being true to what I say, being true to what I believe, being someone whose honesty is trusted." Desdemona, who also cited honesty as her top core leadership value, said, "I don't believe in fibbing or not telling the full truth to the people who work with me." Cordelia listed honesty first too and said, "I very much want to be transparent in that people are able to see how decisions are made, no punches are pulled, there are no hidden agendas. That has been very important to me – honesty, truth, and transparency." Titania, also said that honesty was a very important core leadership value as did Ophelia, who said, "Honesty, I think, is a very important core value because I think people see through dishonesty."

The informants' core leadership value of honesty was echoed by several secondary sources. For example, Portia's secondary source, speaking of Portia, said, "I think her core value is her keen sense of truth….People will remember that they trusted her." Juliet's secondary source, describing Juliet's higher education leadership legacy, said, "She'll be remembered for being above board and working honestly. She'll be remembered for giving us honest answers even when we asked her tough questions." And, Titania's secondary source, speaking of Titania's higher education leadership legacy, said, "I think the foundation of all of her leadership is honesty and fairness."

The link between leaving a positive higher education leadership legacy and the positive core leadership value of working well with others was suggested by several informants and secondary sources. Informants and secondary sources used words such as *collaboration, teamwork,* and *building relationships* to describe core values and legacies.

For example, Desdemona said, "I'm very collaborative. I don't think that the other people have to agree with me but I do like to seek input." Ophelia told me, "As a leader, I've learned the value of collaboration with all different constituents in whatever area I'm working." Titania, when asked to describe her intended higher education leadership legacy, said, "I think I'll be remembered for teamwork…I guess what I'll leave behind is that everybody can play in the sandbox." Cordelia, also speaking of her intended higher education leadership legacy, said, "I think I have put together a really good team of people….Much of what I do here hinges all on building relationships with people, knowing them well, and being concerned about them and who they are." Cordelia's secondary source, describing Cordelia's core leadership values, said, "The word that's coming to mind, I guess, would be *relationships*. One of her strong suits is her ability to relate to the people she works with and the people who work for her."

Being available or accessible to others at the research site was another core leadership value and intended legacy shared by several informants and secondary sources. Desdemona placed high value on her accessibility to the people with whom she works. She explained,

> One thing I always do is that I leave my email on almost all the time, including weekends and nights. I check because when [colleagues] write to me, I try to respond very, very quickly so that they know that somebody in this…[name of] building is listening to them.

Desdemona's secondary source echoed this thought and said of Desdemona, "People say they can always depend on her. They know that if they send something to her that they will get a response in a very timely way." Juliet's secondary source, describing Juliet's positive higher education leadership legacy, said, "I certainly will remember her for accessibility. Anybody can pick up the phone and call her. And that's true for all of us in the office." Portia, speaking of her core leadership values and intended higher education leadership legacy, said, "I would like people to think of me as somebody who is available to give assistance." Ophelia's secondary source, speaking of her positive experiences working under Ophelia's leadership, said, "I could go to Ophelia any time I had concerns or just wanted to talk or couldn't figure something out. She was so accessible."

Communication was another positive core leadership value shared by several informants. For example, Cordelia said that much of what she does at the research site relies upon her ability to communicate both verbally and nonverbally. She explained that many of the individuals whom she admired and who influenced her generativity were excellent communicators. Cordelia elaborated:

> Among my teachers were people who I really admired because of their speaking ability. It's their command of language. I used to be just in awe of people who could articulate well, who could stand before an audience and communicate well and get a message through to people, particularly those who could motivate and inspire.

Juliet, describing communication as one of her core leadership values, said,

> I think a leader has to be able to communicate and inspire people, not just to have the vision, but to share the vision and have other people buy into it. And to be able to communicate the values that we need to all be buying into.…Everything points to our core value, our core mission. And it's grounded in what we're all about. And being able to communicate that is very, very important to leaving a legacy.…I think that I communicate well. I think that I can inspire people to do what we need to do and help them understand why.

Juliet's secondary source, describing Juliet's higher education leadership legacy, echoed this thought and said of Juliet, "She writes well. She speaks well. And she's able to present her opinions lucidly so that people understand the logic of what she says." Ophelia's secondary source said of Ophelia, "She has a willingness to reach out to people working here, to listen. My God, she's great. She will hear you. And she'll listen." And Titania, explaining why communicating well is a one of her core leadership values, said,

> Even if you're the one at the front of the ship, if you don't tell the rest of the crew where you're going or what your vision is of where you're going, how can they possibly work with you to go in that direction?

Having a positive leadership presence was also a core value mentioned by several informants and secondary sources, though the precise concept and description of that presence varied. For example, Juliet supported her discussion of her core leadership values by showing me a slip of paper she keeps in her desk drawer that says, "Leadership is the ability to hide your panic from others." Juliet explained,

> I do think it's true. I think that part of my job as a leader is not to panic. You know, it's the duck. You're sailing along smoothly and paddling like hell underneath the water where nobody can see it.

Ophelia suggested that her concept of leadership presence requires that she not contradict other leaders at the college publicly. Said Ophelia,

> It's really important to me that we all portray the same face…I'm going to disagree with you. But when I present it, I'm going to present it as a unified approach because I think that's what works in an organization, especially an organization that's this large.

Portia's secondary source, describing Portia's higher education leadership legacy, said, "She has very much a silent presence about her. I think that's what will go with her, that silent presence…I think it's that quiet unassuming confidence that she'll leave."

Informants and secondary sources cited a number of additional positive core leadership values that they linked to their positive intended higher education leadership legacies that included excellence, fairness, decisiveness, hard work, service, and knowledge. The core leadership values described by both informants and their secondary sources are summarized in Table 4.2.

I asked each informant to describe the leadership legacy or legacies that she believed influenced her own higher education leadership. For the most part, the informants described positive legacies of former higher education colleagues and supervisors, men and women they admired and with whom they had worked closely in the past, particularly early in their careers. For example, Desdemona smiled as she described a former division chair at the research site whose legacy was putting people first. She said that she learned from her always to "make time for people and somehow the paperwork will get done." Cordelia said of the legacy of a former president with whom she had worked at another institution of higher learning,

> What I learned from him [was that] this man could work people like someone I had never seen before. I knew he wasn't the sharpest knife it the drawer but he could work a room and get money out of people, get support out of people. They loved him. And that strength became his legacy.

Table 4.2 Informants' core leadership values

Name of informant	Informant's self perceptions	Secondary source perceptions
Cordelia	Truth. Honesty. Transparency. Service. The ability to laugh at yourself. Being unafraid. Knowing your strengths and weaknesses.	Relationships. Ability to motivate. Solution-focused.
Desdemona	Honesty. Excellence. Collaboration. Decisiveness. Ability to take action. Assessment.	Quality. Excellence. Hard work. Responsiveness.
Juliet	Integrity. Being able to create and manage culture. Hiding your panic from others.	Integrity. Focus on the job and goals. Able to work well with people. Receptive. Common sense approach. Accessibility.
Ophelia	Communication. Teamwork. Collaboration. Portraying a unified face, even if I disagree with you privately.	Supportive. Fair. Student-oriented. Positive attitude. Accessible and approachable. Great listener. Strong. Caring. Doesn't shrink from unpleasantness. Kindness. High level of knowledge.
Portia	Hard work. Being self-directed and self-motivated. Being available. Providing excellent service. Motivating others to produce their best. Excellence.	Keen sense of truth. Realistic. Knowledgeable.
Titania	Honesty and integrity. Fairness. Being holistic/ awareness of people's wholeness. Having fun. Transparency. Dealing with unpleasantness directly. Trusting others and being trusted. Spirituality.	Fairness. Equity. Holistic or systems-oriented. Creating partnerships and sharing rewards. Willing to make decisions.

Juliet spoke in a hushed, reverential tone as she described the positive legacy that influenced her of another leader she knew many years ago, an army education officer:

> He was absolutely committed to being wherever the troops were to provide education for them. It was all about them. It wasn't about his personal comfort. It wasn't about sitting back in the office and watching it happen. But it was about getting out there. It was all about the students, in that case the troops, and making it happen for them.

Titania described a former college leader's positive legacy as having had a great influence on the way she relates to people: "His leadership process was to believe in people, be fairly hands off, but also there to support. Open door policy. Very transparent." Desdemona, speaking of this same individual, said that he would, "Hire good

people and turn them loose, but always tell them, 'I want to see high quality.'" These are positive values and practices Desdemona said that she later incorporated into her own leadership.

An interesting pattern emerging from the data was that a several informants described influential positive leadership legacies that have been created by individuals who are still employed at the research site. Portia summed up how she perceived this to be possible when she said, "We're leaving a legacy in the community right now." All six informants said that they believed that they had already achieved many of their communal higher education leadership legacy goals. They described colleagues, students, and faculty members whose lives they believed they had already touched in positive and enduring ways. Several particularly described their role as that of mentor, a theme explored later in this chapter.

In particular, the informants pointed to the positive leadership legacies that have already been left by the research site's top administrators. The current president of the institution was mentioned by multiple informants. For example, Cordelia said of the institution's current president, "[He] definitely has an influence on me." Ophelia, when considering leadership legacies that may have influenced her, said,

> The one that comes to mind for me is our president. I don't always agree with him, but I think he's a terrific leader. He has some qualities that I admire and he's willing to go out to the edge a little bit and come up with new and innovative ideas. He's a creative person. I really admire that in a leader. Some of that's my legacy. It's like, "We can find a new way to do this." He's also a motivational speaker. So he can stand up in front of a crowd and we can have to give back 10% [of our salaries] because of the state economy and you walk out of the room thinking, 'This is such a good place to work. (laughs)

Portia, who also considered positive leadership legacies that influenced her own leadership, said,

> [Our president] is very goal-oriented, very driven. And I can see that when we talk about legacy. There are certain things that he wanted to be his legacy when he leaves. I admire him for that.

Some informants also mentioned the positive higher education leadership legacies that will be left behind by other top-level administrators who are currently employed by the college. Juliet, for instance, said that her current supervisor's higher education leadership legacy has already had a powerful influence on her:

> My current boss…is somebody whose leadership legacy has made an impression on me. He has an ability to listen to everybody and to value everybody's opinion, even when it's absolute crap. But they are being listened to. And it's not a false sort of thing. He really does listen and he can tease out the value in things that people say or things that people feel that are basically negative. He's just absolutely wonderful about that.

Ophelia, speaking of this same individual, described the positive higher education leadership legacy she expects him to leave behind and the influence he has had on her own leadership: "I admire him as a leader. You never have to worry about what he thinks or where he stands. He's very clear. And he puts processes in place." Ophelia also mentioned another top-level administrator at the research site whose leadership style and legacy, though very different, have also influenced her:

> Then you have [name of administrator]. Very different.…His strength is that he's …a scrapper. Because of his background, where he comes from, he'll fight for what he wants. He definitely goes outside of the lines.

A few of the informants cited negative higher education leadership legacies that they believed influenced their leadership. For example, Titania said of one former colleague, "She had an influence over me…in terms of what I didn't want to turn into.…[She] was very dogmatic – used to pound desks and stuff like that. Not a good thing." Titania, describing another former colleagues' higher education leadership legacy, said, "She didn't deal with conflict….She couldn't say no to people.… If there's an issue, I deal with it, even if it's not pleasant." Portia described the negative leadership legacy of a former supervisor as that of being a "bean counter." Portia said he influenced her as "negative role model" and explained,

> He was a little guy with a Napoleon complex….I didn't want to be like that. Looking at time sheets, he'd say, "Well, let's see. You went to lunch at 11:30. And why weren't you back at 12:30?" I vowed I would not be like him.

Desdemona also described the negative higher education leadership legacies that influenced her:

> I've heard from enough people at [name of college] and then some of the other colleges I've worked with around the state. So often, they find that administrators, especially at upper levels, have big egos. And the things they do are more for self-promotion. I don't want to be remembered that way.…I want to be remembered for doing good things.

Nonetheless, the informants told me that they were able to learn from their experiences with negative higher education leadership legacies and turn them into positives in their own leadership.

All six informants said they felt optimistic and confident that higher education leaders can succeed in leaving enduring personal leadership legacies, no matter how things change at the institution after they leave. As Juliet put it, "I don't think your legacy is doomed. I think we're kind of onward and upward with a lot of stumbles along the way. But I do generally think there are trajectories that are not lost." Titania told me that she believed that she had already left a legacy of her leadership: "If I left tomorrow I think I'd still have…left a legacy….I actually created many programs….I know I've touched many lives." Portia, echoing this thought, said, "Both the positive and negative things that you've done follow you forever." Desdemona explained that she felt that her intended higher education leadership legacy is likely to endure at the research site because "things change so slowly here." Cordelia, who also thought she would succeed in leaving a legacy, shared poignant story about a predecessor's leadership legacy to illustrate why she thought a higher education leadership legacy is likely to endure in its substance, even if not in its exact form:

> We just had a memorial service for the first [campus director] who opened this campus in 1970-whatever-it-was….And when people got up to remark on what this man did in the 70s…they talked about the relationships that exist across divisions that are typically silos in institutions being part of the legacy this man left. So, it's not so much the *what* as it is the *how*. And I think the how is what you leave sometimes that has a more lasting effect than the

Table 4.3 Informants' intended higher education leadership legacies

Informant	Intended higher education leadership legacy
Cordelia	"I want to leave behind a very functioning positive community that will support student learning."
Desdemona	"To do things of high quality and there are two ways to express this. One is that I think I've helped put into place some academic policies that will help everybody to have certain higher standards. But also, to try to set a good example for young people who are coming up to be leaders – to set high standards, to care about quality, and to actually be nice to people at all levels and to remember that we're a college, not a business."
Juliet	"I think in a macro sense, it [my intended legacy] is a culture change…My culture is that it is all about students, that they're not an interruption to the job – they *are* the job. And I really want to leave that culture behind me. On a more micro level, I've moved the college forward in electronic communication."
Ophelia	"I want to be remembered for taking leadership and starting programs."
Portia	"I want to leave a legacy of doing as much as I could to promote the college."
Titania	"I want to be remembered for teamwork, and that's not just in this office."

> what. Yes, the what is going to change a lot, the programs we offer, all of that…. They won't be talking about the same things, no….It's the how…. And even if the [person who eventually takes my place] decides to do it a different way, I know that that person is building on what I did, that he's not going to be building on something that was crumbling….That's as important to me as whether what I did stays, the fact that on my watch, things went well.

Juliet also made a distinction between her intended higher education leadership legacy's form and its substance. She told me that she believed that she would achieve her intended higher education legacy through various new systems but that what would endure would not be those systems. Said Juliet optimistically of her intended higher education leadership legacy, "I think it will be more in the sense of culture because somebody else is going to come along and develop a better process… Technology changes, systems change. But I think culture tends to perpetuate itself, which is why it is so difficult to change it."

When asked to describe their intended higher education leadership legacies, all six informants spoke about the positive work and influence on others they wished to leave behind. Table 4.3 summarizes the intended higher education leadership legacies reported by the study's informants.

All six informants told me confidently that they believed that they would succeed in achieving all or at least part of their intended higher education leadership legacies. As Ophelia aptly put it, "My gut would say, 'Yeah, I would bet on me.'" Juliet said, "I've already gotten some feedback that I am making a difference." Cordelia seemed particularly confident that her intended higher education leadership legacy will come to fruition:

> I think I've already seen evidence of it. And I also think that I have the ability to do it. And, I think all of higher education is in transition, so to speak, and much of what I'm talking about goes along with much of what's happening nationally and locally here in [this state] in terms of higher education.

Titania, too, was optimistic. She indicated that she believed that she will achieve her intended legacy, but for more personal reasons: "I truly, truly believe that if it's something you really want, you can make it happen. I've never been disappointed."

Two informants considered that it was possible that they may not fully achieve their intended higher education leadership legacies. Desdemona said that if she doesn't achieve all of her legacy that, "I think it'll come close." Desdemona explained that "just human nature and not wanting to upset people" may jeopardize her intended legacy to some extent. Similarly, Ophelia said that funding at the state level is crucial for her work and that that funding may ultimately disappear. She said, "Maybe my position will be gone [someday] because they don't see the value of it….Part of it [my legacy] will remain but the rest of it is up for grabs. So I'm an optimist but I'm a realist, too." Ophelia said that she was at peace with the notion that some parts of her intended higher education leadership legacy may not be realized and said, "Then so be it." Ophelia explained:

> Part of leaving a legacy is my vision of what legacy I left, whether it perpetuates or not. I can ride into the sunset and say, "Here's what I did." Maybe it didn't work or they didn't keep it for whatever reason. Maybe the world changes….Or maybe nobody remembers that I was the person that did it, which is most likely. I think that's OK….I don't need my name on a building.

Ophelia also told me that except in rare instances that she believed that higher education leadership legacies have a short shelf life:

> I don't know how long you get to be remembered. Maybe you get to be remembered for two generations or three generations and then they say, "Oh, remember that woman? Now what was her name? I think she started this or did that, didn't she?" I think that's really how it goes. And that's OK.

Thus, even the informants who thought they may not fully achieve their intended leadership legacies remained positive. They told me that they believed that they will find satisfaction in knowing that they have done their best.

I additionally asked informants to consider more broadly the characteristics they believed a higher education leader needs most to be successful in leaving an enduring higher education leadership legacy. Again, the informants focused only on positives. The informants' responses are summarized in Table 4.4 below.

Key Finding 4: The informants' daily activities and responsibilities at the local level constituted their leadership generativity.

The quote that serves as the epigraph for this monograph, by leadership coach James Kouzes (2005), describes succinctly the nature of generativity in leadership for the informants in this study. According to Kouzes, "What we do repeatedly will determine the legacy we leave" (p. 66). The six informants described intended leadership legacies that are extensions of their daily activities and responsibilities as leaders at an institution of higher learning. They talked about their legacies in terms of creating teams, programs, systems, and policies; mentoring and developing individuals;

Table 4.4 Positive characteristics of generative higher education leaders

Informant	Personal characteristics
Cordelia	Caring about others. Caring about yourself.
Desdemona	Hard work ethic. High tolerance for not getting immediate gratification. Patience. Unwillingness to accept mediocrity. Analytical skills.
Ophelia	Perseverance. Creativity. The desire to work hard, to roll up your sleeves. Unwillingness to sit back and be passive. Vision. Patience.
Portia	Flexibility. Malleability. Ability to understand different cultures. Hard work ethic. Ability to raise funds. Ability to allow others to make some decisions. Ability to deal effectively with crises.
Juliet	Vision. Ability to see things through to the end and with the right people working with you. Harnessing your leadership strengths and weaknesses. Being able to communicate values and get people to buy in. Being able to notice and take advantage of timing and resources.
Titania	Vision. Compassion. Being a risk-taker. Collaboration. Trust. Ability to make final decisions, but not to do that alone. Ability to surround yourself with people who have vision.

building relationships and ways of relating; and instilling values in others. Such legacies may not always have held attraction for all of the informants. Ophelia, for instance, had a much more grandiose intended legacy in her youth. In her words:

> I always wanted to do big things…when I was in undergraduate school. I thought I'd reform [kind of institution] and be on the cover of *Time* magazine….But now I don't think about that any more.

At this life point, the informants intended to leave leadership legacies with a scope confined to the institution of higher learning that employs them and the people and community it immediately serves. None of the informants described an intended leadership legacy that would be likely to bring a higher education leader to national or international attention. They did not describe big splashy leadership legacies that will come from dazzling or daring single accomplishments. Rather, the informants described intended higher education leadership legacies that will affect people in positive ways at their institution and the community that surrounds it. They want to be remembered for having done, as Desdemona put it, "good things" at that institution that stem from the work they do as leaders. As Titania suggested, echoing Kouzes (2005), "I think, actually, leaders leave legacies every day."

The informants in this study did not seek leadership legacies that will make them household names even within the context of the research site and the community it serves. They did not intend for the institution to rename its campuses for them, to erect statues in their honor, or to establish scholarships or professorships that bear their names. As Ophelia put it, "I don't need my name on a building." Rather, the leadership legacies intended by the informants in this study were limited to the change the leaders believed they could affect in others. The informants seemed to care little, if at all, whether they receive credit or applause for achieving their legacies. This finding was corroborated by several of the secondary sources who told me that they believed that few people will connect the informants to their leadership

legacies. For instance, Juliet's secondary source said of Juliet, "I think many people don't have any idea of the legacy she's leaving…. They see things get better. But they don't know who did it. They're just happy somebody did." Similarly, Titania's secondary source, speaking of Titania, said, "Students don't have a clue in terms of what she goes through and does for them. They don't have a clue."

All six informants cited a combination of agentic and communal goals for their intended positive higher education leadership legacies that stem directly from their work. The informants' agentic higher education leadership legacy goals included a variety new college-wide policies, systems, and programs. Each of these was closely related to the informant's particular leadership role at the research site. For example, an informant working in academics hoped to create new academic policies. An informant working in student services hoped to create a new student services program. And, an informant working closely with the campus registrars hoped to create and implement new online systems for course registration, course waiting lists, and graduation intent. In all, the informants described agentic higher education leadership legacy goals that included new and/or improved student services programs, academic policies, financial policies, strategic planning, processes for students, and resources for the research site. .

Each of the six informants indicated that her agentic higher education leadership legacy goals were not fully achieved at this point in her leadership. Nonetheless, the informants remained optimistic. Juliet, for instance, said of her intended legacy, "We're maybe a fourth or maybe a third of the way there. We're closer in some areas but not everywhere." Several of the informants described the challenges and obstacles they anticipated in achieving their agentic higher education leadership legacy goals. Desdemona, for instance, said, "Well, just getting them [new policies] in writing where people can find them takes and perseverance and time but it will really help." Cordelia, contemplating her agentic higher education leadership legacy goals, said "I realized…that I have communicated a lot of those things [policies] to the community but I haven't put it in a form of a formal policy and program. Some of that is happening now because of my reflection about it." Portia, speaking of a policy area at the college that she would like to change, said, "I think I have succeeded in convincing people in the…area that some changes are necessary. But we haven't quite gotten to the point where anything is changed yet." Ophelia described for me with some force how discouraging she finds it to try to establish new programs at the research site: "I think in any big organization, it's hard to get people to buy in on anything without changing every word 100 times. I find that terribly frustrating and sometimes it makes me want to walk out the door." Nonetheless, all six informants told me that they believed that they have the capacity to achieve their intended agentic higher education leadership legacies and that eventually, they will.

Several informants suggested to me that they thought the line was blurred between their agentic and communal higher education leadership legacy goals. Ophelia, for instance, said, "Even though you're working on programs…you're still interacting with human beings." Titania echoed this same sentiment:

> People are involved in everything you do. Even if you're dealing with [constructing a] physical building, it doesn't stop there. It is the people who are involved in it, the synergy

> that goes together, all the thoughts that go with it. It's the energy. And it's about me nurturing, nudging, pushing, whatever it takes, to get that group to work together.

Juliet said that although her higher education leadership legacy goals were "slightly more toward the system side" that "a lot of this [creating new systems] is done through personal interaction, the cultural change I'm passionate about."

Research Question 2: What are the Antecedents of Leadership Generativity Motivation?

The key research findings that described the antecedents to the informants' leadership generativity motivation were (5) the informants' leadership generativity was a function of their having grown up in a particular time, (6) the informants' leadership generativity was foregrounded in the experiences and teachings of childhood and early adulthood, and (7) the informants' leadership generativity was rooted in their faith or spiritualism. These key findings, a brief data summary, and secondary findings are presented in Table 4.5.

Key Finding 5: The informants' leadership generativity was a function of their having grown up in a particular time.

Two of the informants told me that having grown up particularly in the 1960s had a strong influence on their intended higher education leadership legacies, and perhaps, even on their decision to work in higher education in the first place. Juliet felt very strongly about this:

> I think part of it [my motivation to open doors for others] is coming out of being a child of the 60s. We started looking at and challenging things and saying that more people should have a place at the table, that we need to open doors. Whether it was civil rights for people of color or for women, the disabled, for gay people, whatever it is, that we all need a place at the table….We need to open doors for people. And so looking back, I realize that everything I've done has moved me in that direction….I have a passion for social justice….I think we can change the world one person at a time and that we make a difference one person at a time, one student at a time.

Portia echoed this sentiment: "I think I was influenced by growing up in the 60s and 70s. It was kind of anti-profit and pro-working in the community. That probably did influence me." Some of the informants also said that starting their careers particularly when they did in the 1970s, when there were fewer women in the workforce, had an influence on them. For instance, Juliet said, "I haven't worked for a lot of women. I'm old enough that there haven't been enough women in senior positions along the way." Desdemona said that she thought that starting her career in the 1970s gave her an advantage because she was a woman in what was at that time a male-dominated academic discipline: "I was the only female. Therefore, I got a lot of chances that the guys didn't get because they were trying to promote females, you know, back in the 70s."

Table 4.5 What are the antecedents to generativity motivation? (The following table presents Key Finding 5, 6, and 7, a brief data summary, and secondary findings that describe antecedents to the informants' generativity motivation)

Key finding	Data	Secondary findings
5. The informants' leadership generativity was a function of their having grown up in a particular moment in history.	The informants reported that being raised in the 1960s influenced their career choice and their generativity. They attributed their passion for social justice and "opening the door for others" to growing up in that time.	Generativity may also be motivated by cultural demands. An African American informant and an informant who said she was raised as Jewish reported that they wish to leave higher education leadership legacies that reflect well on women and on African American and Jewish people respectively.
6. The informants' leadership generativity was foregrounded in the experiences and teachings of childhood and early adulthood.	Antecedents to leadership generativity from the informants' childhoods were their parents, grandparents, teachers and administrators, other relationships, formative experiences, faith, media, and growing up in the 1960s. Antecedents to leadership generativity from the informants' early adulthood were professors and advisors, supervisors and colleagues, leadership legacies, media, cultural demands, and motherhood.	Parents and grandparents had the strongest influence in childhood by modeling and explicitly teaching the informants to be generative and to step into leadership roles. Relationships both in childhood and in early adulthood influenced the informants' leadership generativity more strongly than did media or public figures.
7. The informants' leadership generativity was rooted in their faith or spiritualism.	Three of the informants reported strong connections between their faith or spiritualism and generativity. They said that their leadership and their intended legacies were extensions of their faith, that they were living their faith every day through their leadership and the legacies they will leave behind. This finding supports Dollahite's (1998) work that linked generativity to religiously-based ethical codes.	One informant defined herself as a *spiritualist leader*. This finding echoes the work of Dehler and Welsch (1994), who claimed that religion is not a required context in defining spirituality and its relationship to the workplace or to leadership. This informant reported spiritual leadership ideals, such as integrity and honesty, a finding consistent with Fry (2003), who suggested that spiritual leadership theory takes a values-based approach and is inclusive of both religious-and-ethics and values-based approaches to leadership.

Two informants told me that they felt that their intended higher education leadership legacies were linked to a broader community they represented, and that this, too, was linked to the time in which they lived. The African American informant said that she was motivated to leave her intended higher education leadership legacy as a way to open doors for other African American people. Said this informant, "I guess to me, being from a quote-unquote 'minority group' and representing people, I want to leave a very positive legacy, not just for me but for my greater community." And, an informant who identified herself as Jewish explained the origins of her higher education legacy: "I know that I didn't want to do anything that would embarrass other Jewish people. I knew there was a tradition of service, especially in our day."

Key Finding 6: The informants' leadership generativity was foregrounded in the experiences and teachings of childhood and early adulthood.

McAdams (2001) argued that more research is needed to understand the developmental antecedents to generativity. He suggested that researchers address questions such as whether and how generativity can be learned and explicitly taught. He also charged researchers with the task of tracing generative roots back to childhood and adolescence. McAdams believed that more empirical study is needed to identify the formative experiences in childhood and early adulthood that influence generativity.

To that end, I addressed McAdams' (2001) questions about the antecedents to generativity by asking my informants to describe their childhood and early adult generative influences. The six female higher education leaders in midlife described many people and experiences that they believed influenced their generativity. I concluded from this data that in the minds of these informants, generativity was most definitely learned through a combination of modeling behaviors and explicit teaching that they observed or experienced in childhood and early adulthood. The analysis of this data is discussed below in two broad categories: childhood antecedents to generativity motivation and early adulthood antecedents to generativity motivation. Informants' childhood antecedents to generativity are presented in Fig. 4.1.

Childhood antecedents to generativity motivation. The informants connected their higher education leadership generativity most strongly to one or both of their parents. All six informants said that their parent or parents taught them at an early age and during their formative years to be generative, both by modeling generative behaviors and by explicitly teaching them to give back to others. For example, Portia told me that she was influenced by both of her parents "to do something that meant something in the world." Desdemona said that she believed that her mother and father expected her to be generative. She described the influence they had on her intended higher education leadership legacy:

> They were a good team in preparing somebody for this [higher education leadership generativity]….I think it was their demonstration that they always tried to give more to the community and their work that I should, too, sort of follow their example. They basically expected that of me….My mother did things in the community, going out of her way to help

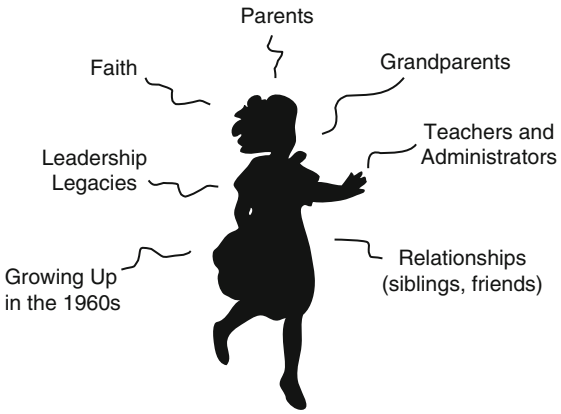

Fig. 4.1 *Informant's childhood antecdents to generativiity movtivation.* The six higher education leaders in midlife who served as the informants in this study traced their generativity motivation back to their childhoods. The informants reported a number of influences but indicated that their parents had the biggest influence

> the neighbors when a child was hurt or something like that. When she went back to work, she would chip in for volunteer events and things like that. My dad did lots of things for others, too, like [he served as a] civic association president.

Ophelia also described the ways that her parents modeled leadership and giving back to others through their volunteerism. Said Ophelia of her parents,

> They took on various leadership positions in their community, whatever the community was, whether it was president of the PTA or organizing some event. They demonstrated those abilities when I was growing up….That made me want to be in a leadership position, I think.

Ophelia added that her father influenced her particularly to think about how the products one creates in life can endure after death. She described the many watercolor paintings her father created in his lifetime that have "lived on." As Ophelia explained of her father's artistic legacy:

> We all have them [the watercolor paintings] in our houses. And friends and neighbors all have a [name of Ophelia's father] painting. We all talk about it….And now the next generation, they want, as they're getting older, they want a picture, too. And so, everybody has a picture [my father painted] in their houses.

Titania, too, pointed to her father as a powerful example of generativity. She attributed much of her motivation to leave a higher education leadership legacy to him and described him as a "very giving person." Titania elaborated:

> My dad would give the shirt off his back to you in a heartbeat, to anybody, to a stranger, to anyone….It sort of went along with you give, you offer. When we were cleaning out the house after my parents passed, we found a number of letters that talked about how my dad was helping neighbors, people in the town, family members…just because they asked for help….It was a wonderful reminder of giving, that if someone asks and you can assist, you give. It's unconditional. There's nothing behind it. My dad was like that….He truly believed in giving back and didn't think of it. [He was a] very generous person.

Three of the informants told me that their generativity was influenced by their mothers, who were educators. They described how their mothers influenced them to consider a career in education and to want to give back to others through teaching. Portia explained that her mother was a high school foreign language teacher and a department head and that through her work with students and faculty, she modeled educational leadership and generativity in leadership. Juliet's mother, also a teacher, influenced Juliet particularly to want to devote her own career to higher education and to helping others improve their lives through a college education:

> She [my mother] was a wonderful teacher. She loved teaching and she truly did leave a legacy there…I know that I got a sense of difference that going to college could make in a person's life, particularly a woman's life and in her generation, from her…I think she was a huge influence on the way I feel about what I do. She was a powerful example growing up.

Cordelia told me that her mother was the only member of her family to finish high school and college and that her mother earned a teaching certificate and taught at a small one-room school. Said Cordelia of her mother's remarkable accomplishments as a student and as a public school teacher:

> It was very unusual for her [to have that education] and very important for her to give back. So this piece [of my intended higher education leadership legacy] about giving back to your community and leaving something for the next generation and being sure that the next generation builds on what you've done – all of that comes out of my family….My mother, being a school teacher, was someone who shared her skills and knowledge with those around her who did not have that kind of education. She helped to further people, helped to advance them, helped to encourage other kids to go to school and go on to college. So, I come out of that kind of an experience.

Several informants said that other members of their families, in addition to their parents, influenced their generativity. Four of them particularly mentioned their grandparents. Titania said that her maternal grandmother was a very giving person who influenced her to want to be generative. "There was a loveliness about her," she said. Desdemona told me that all four of her grandparents "had seen public service." From them, she said, she learned the positives they got out of serving others and the frustrations of dealing with bureaucracy, "making the best of it, and helping others deal with it." Desdemona also said that her grandparents, along with her parents, demonstrated fiscal responsibility throughout their lives. Their example strongly influenced her intended higher education leadership legacy, she said, because "one of my [intended higher education] leadership legacies is trying to spend money wisely." Juliet described the extremely important generative lessons that she learned from her maternal grandparents:

> They had a tremendous ethic of caring and helping…. They did all kinds of things for people. During the Depression, my grandfather had a steady job, which was really something in those days. And my mother says she lost count of the number of times that she would see him go to the Building & Loan and borrow money against their house for a relative who needed help….Both of my grandparents reached out to help people. And I certainly grew up on stories of that and seeing them do it…. They were people of very modest means, people of great faith. And the love and the caring just oozed out of them.

Cordelia, too, said she was greatly influenced by her grandfather in particular. She described his generativity in terms of his reputation in the community:

> My grandfather left a big legacy. You could go into the county where I live now and say his name and there will be people who still remember him or know something about him. I know that a lot of what I enjoyed in that community was built on his name. Having a good name…is more precious than gold in many cases….When people hear…[a good name], they know that you come from a family of integrity and honest people and sometimes of achieving people or people who are of good reputation. That carries you a lot farther than you think it does. And particularly in rural, small towns and communities where people all know each other, there is a sense of, "I know you if I know you're connected to this person." That legacy of a name was left for me by my grandfather. I still enjoy that today.

Cordelia added that she learned from her family that if you've left a good name, "That's something that will carry and benefit your children and your children's children."

Titania talked at length about her sister and the tremendous influence she has had on her leadership generativity. She described several incidents from childhood in which her sister dared her or forced her to face and overcome her fears. Said Titania,

> My strength and bravery probably came from [my sister] because she would do things that would test my physical risk-taking….She gave me the strength and she gave me the tenacity to suck it up and move forward…traits that have served me well both in leadership and in life.

Titania also pointed to the influence of a great aunt who, like her grandmother, was a very giving person who "just gave you whatever you wanted." Cordelia, too, spoke of an aunt who made an enduring impression on her for establishing and running a very successful business at a time when women were not likely to face such challenges, let alone succeed. She was a "real heroine, well-known figure" in the community, Cordelia said, who influenced her to think that she, too, could accomplish great things.

Only one informant pointed to the people she knew in her community when she was growing up as influential to her generativity. Cordelia described the compelling leadership and generativity lessons she learned from several of her mother's closest friends:

> I had some pretty feisty women around me. My mother had several friends….I guess there were always figures around me who said just by their own behaviors that I could do whatever I wanted to do. I learned from them that there are no limitations on you….You can do just about anything. And I had their support and their encouragement. All of them were very sharp and very well-spoken women who could lead just about anything….I watched them lead many times. They may have been cleaning women during the day and during the week, but on the weekend, in their churches and in their own community organizations, they were leaders who were able to plan and execute events, who could organize people and get something done, who could put together a campaign of some type.

Cordelia told me that her mother's friends "were all very effective leadership role models for me." She learned from them the importance of serving others, a core leadership value that she has incorporated into her own higher education leadership. Cordelia explained, "In all of them, I still saw the giving back. You did not do anything just for your own material wealth and gain. You did it to be able to help other people."

Most of the informants told me that at least one teacher or administrator from childhood or college influenced them to be generative leaders. Juliet aptly described why she believed that teachers are generative by their nature: "I think that anybody who teaches has that orientation [giving to others with an eye to the future]. You don't teach for today. You teach for tomorrow."

Two of the informants described their interactions with particular elementary school teachers who they believed influenced their generativity. Desdemona shared a story about her fourth grade teacher who assigned Desdemona the task of helping her classmates improve their math skills:

> Mrs. [name of teacher] said, "You're going to teach the slow students." And so…she gave me the opportunity to show some leadership in helping these other students. Then I discovered at a pretty early age that although they were quite frustrating, I did like helping others.

Titania spoke at length about a time when her early elementary school teacher showed great sensitivity and respect for her. Titania, then in second grade, had slipped and fallen into a puddle while she was playing in the schoolyard. All of her clothing was soaked through:

> So I went in and I was crying and I was in the bathroom trying to clean myself up and she [my teacher] knocked on the door…and came in….I was so embarrassed.…And she just took paper towels and…[helped clean me up] and said, "That will help dry it off." And she just allowed me my dignity. She didn't speak of it….When I was in college, I heard she'd passed away and it just struck me. What a kind, amazing lady, absolutely amazing. I didn't know it at the time but she very much looked at every child holistically. She took in to account my emotional reaction to things…I realize that she's probably more of an influence on me than I was aware of at the time….How does this relate to leadership at a college or university and to my legacy? It's about kindness to me and it's about integrity and allowing someone to have dignity.

Cordelia attributed the high value she places on communicating well and working in the higher education system in part to a charismatic and high-achieving assistant principal at her high school: "I just thought he was one of the best speakers I had ever heard," she said. Cordelia told me that this administrator eventually went on to become the president of an institution of higher learning and that his leadership and his example had a powerful influence on her. According to Cordelia, "He was an outstanding leader…and people always spoke highly of him….He was confident and exuded a strong sense of self. And I think that made a big difference to me."

Five of the six informants said that they could not point to a particular public figure who influenced their leadership or their generativity during their childhoods. Desdemona, echoing the sentiments expressed by several of the other informants, said, "I am motivated more so by personal relationships." The one informant who did name public figures as influential was the African American informant. This informant said that Barbara Jordan and Martin Luther King, Jr. influenced her leadership and her generativity because of their outstanding communication skills and that Marion Wright Edelman, Jenny Dean, Mary McCloud Bethune, and Nannie Helen Burroughs influenced her because of their work with African American children.

Four of the informants mentioned specific books and films that they believed had or may have had an influence on their leadership and their generativity. Juliet said that she wasn't entirely certain of the influence of the books she read in childhood.

Nonetheless, she told me that she was and is a voracious reader and recalled reading many childhood classics, including *Heidi* and *Black Beauty*, and that such works probably had an influence. In particular, Juliet mentioned as probably influential reading a series of books about Cherry Ames, a fictional character she described as a nurse during World War II and a little beyond. Said Juliet of reading the *Cherry Ames* series, "Maybe that had an influence [on me]….Probably more of just a general orientation [of service to others], though."

Titania told me that several films she saw in childhood helped to develop "the creative side of me and the imaginative side and certainly in leadership, the visionary side." Specifically, Titania said that films that "deal with magic, deal with pretend," and in particular *The Wizard of Oz, Scrooge,* and *It's a Wonderful Life*, opened up a world of limitless possibilities for her:

> [I learned from those films and others like them] that if you can create up in this world of imagination, it can be created in this earth plane level. I learned that there are no boundaries in creation so there are no boundaries in front of you. You might have to go through processes, but there are no boundaries.

A number of the informants pointed to formative childhood experiences that they believed influenced their leadership and their generativity. For example, Juliet pointed to Girl Scouting and Sunday school as childhood experiences that helped shape her generativity. She explained:

> I grew up in a small town. There weren't a whole lot of things for us to do. But the things that there were seemed to have a service component to them…. There was an ethic of service, I think.

Several informants said that their teen work experiences were formative. For example, working at a summer camp for mentally retarded children while in high school helped Ophelia realize that she wanted to make a difference in the world and leave something behind for others. Said Ophelia of that experience, "I didn't think in terms of a legacy back then but I thought in terms of making a difference in people's lives….I see now that that was legacy."

Titania told me that she believed that growing up in a rural area and playing in nature influenced her higher education leadership and skills:

> Our nearest neighbor was four or five miles away. My sister and I played in nature all the time. And I think being aware of nature made a big difference in terms of awareness and being open to possibilities and not being afraid of things….Nature was a big, big influence.

Titania added that climbing trees, in particular, gave her excellent practice in problem-solving. "I don't climb many trees any more, but as a leader at this college, I sure do solve a lot of problems," she said.

Portia described relationships she had with peers in high school and college that she believed influenced her leadership generativity. Portia said of her high school classmates, "There was an ethic that you had to contribute to the world in a positive way….That was a shared value of a lot of them." Portia also said that a boyfriend influenced her to be more socially conscious:

> He wanted to expose all the evils in the world….He was very socially conscious about what was going on in the world….Some of that rubbed off on me….I was with him for maybe three years so he influenced me.

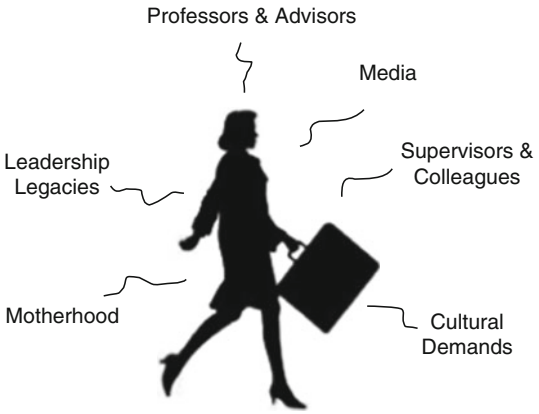

Fig. 4.2 *Informants' adulthood antecedents to generativity motivtion.* The six higher education leaders in midlife taking part in the study traced the influences on their the generativity motivation to their early adulthood

As discussed above, some of the informants believed that growing up in the 1960s influenced their generativity. Growing up in that time, they said, influenced them to have a social conscience and to become passionate about social justice. The informants also believed that being raised in a particular faith throughout childhood influenced their generativity. This theme is explored later in this chapter.

Early adulthood antecedents to generativity motivation. The six informants in this study revisited their earlier careers and considered the people and experiences that influenced their leadership generativity. They shared with me many stories about formative experiences and both positive and negative role models. This data is presented in Fig. 4.2.

Several informants described professors and advisors who influenced their generativity motivation. For example, Portia described several professors who brought discussions about their volunteer work in the community into the classroom. As Portia explained, "In graduate school, most of the professors were involved in something within the community… They were always doing something about the local government or local community organizations….And they would bring these discussions into the classroom." Desdemona said that her undergraduate advisor had a lasting impact on her leadership because of the time and attention he gave her at a tender and difficult moment when she needed it most:

> I told him [my advisor] I wanted to [switch majors and move to another department] and he said, "Tell me about yourself. What are your goals? And what do you like to do? What do you find yourself doing when you're out?" And I told him….So he demonstrated leadership in taking that time with me when I was leaving his department….Instead of sending me to yet another field where I wouldn't have been happy, he took the time to work with me.

Titania described several professors who she believed influenced her leadership values, style, and skills. The first was an undergraduate theater professor who gave her a formative leadership experience directing a show, from which she learned a great deal about coordinating complex projects. The second, a communications

instructor, provided Titania with opportunities to give presentations at speaking competitions, from which she gained confidence and poise under pressure. The third, a German instructor, demonstrated integrity by making good on his promise to students that he would not lower their semester grades because of their performance on their final exams. Titania also said that a few of her professors influenced her leadership by serving as negative role models. She described one as a "screamer" and said, "He was a great model of what not to do." Another professor, whose course she dropped, influenced her always to treat people with respect. According to Titania, "He used to humiliate the students in the class. And I stopped going because I just couldn't deal with it. It just put me over the edge." Perhaps Juliet summed up the influence of professors on a higher education leader's generativity best when she said that anybody who teaches models generativity. To reiterate her words, "You don't teach for today, you teach for tomorrow."

Several informants said that their relationships with their former supervisors and colleagues influenced their higher education leadership generativity. Cordelia, for instance, described the positive influence of a dean who supervised her many years ago when she worked at another institution of higher learning:

> He inspired me to be a person who is about service and social change. I had never thought of myself in that way. He said that we should all be change agents. Wherever you are, you ought to be a change agent. The place ought to be somewhat different for your having been there….So I guess [name of dean] really influenced me in terms of …making things better for people and having a place be different when you leave it, that there's something better about it because you were here. So that's kind of a legacy. Yeah. It is a legacy.

Titania described the positive influence of a colleague she knew when she first started working at the research site many years ago:

> He was a very giving person. He was also very much into Native American philosophy and I hadn't really looked at that….He was also someone who helped me …face….my fears. He was very significant in my life….So in terms of the connection with leadership, he helped me to be open to other possibilities because he was so open to helping people…. That's something I've incorporated into my own way of relating to people.

Desdemona described how her first supervisor at the research site influenced her to further her education. His influence, however, was probably not what he intended it to be. As Desdemona explained:

> Reverse psychology works very well with me….A person I would say influenced me was the guy who was chair of the [name of] department at the time when I was applying to go back for my doctorate. And he called me *honey* and asked, "Why do you want to get a doctorate? You're just going to get married and have kids." Well, you know, them's fighting words. I wanted to show him wrong. And I did. I did.

Desdemona also said that another former supervisor, who she described in unflattering terms, unwittingly influenced her to pursue not only her doctorate but also ultimately a position of leadership. Desdemona explained:

> It irritated me no end that he was doctor and I wasn't. And I saw the kinds of things he did and so eventually, I couldn't stand it any more. That motivated me, at least, to find my own leadership and….to go back to school, to say, "OK. If he can be a doctor, so can I."

None of the informants believed that she had ever had a mentor. The closest any came to describing a mentor/mentee relationship was Desdemona, who said that a former department chair years ago encouraged her occasionally. Even so, Desdemona said that the chair didn't provide ongoing guidance or help. Portia, with a tone of sadness in her voice, told me that she wished she had had a mentor especially during the earlier days of her career. In her words,

> I never really had anyone help me with my career….I can see a lot of the younger women around the college planning out their career moves when they're 30 or whatever. So, that's a good thing. I just wish someone had done that for me 30 years ago. But unfortunately, that didn't happen.

These are most interesting findings when juxtaposed against the informants' strong belief in the power and importance of mentoring. All six informants said that they have been and/or currently are mentors to younger faculty members and administrators at the research site. They told me that they believed that mentoring was an excellent way for them to develop future generative higher education leaders. The African American informant, for instance, described enthusiastically her role as mentor to younger African American women. It is likely that the informants placed such high value on their mentoring roles because mentoring enabled them to express their leadership generativity through a communal mode. As mentors, the informants believed that they had an opportunity to nurture and care for particular individuals. That was something they did when they taught or served as counselors but that they said that they do not get to do as much in their current leadership roles at the research site. This theme is explored further later in this chapter.

The informants described the media that they believed influenced them in their early adulthoods. Several said that there probably were some books that shaped their thinking along the way but they couldn't think of any titles. Titania believed that non-fiction works about quantum physics and by author Parker Palmer were particularly significant, as were works about the philosophies of Chief Joseph, Chief Seattle, and other Native Americans. Cordelia couldn't recall the name or the author of a text she read at a summer leadership institute several years ago but had this to say about the text's lasting influence on her leadership:

> One part of the text I read had to do with Moses' leadership style and another had to do with leading with soul. There was also a whole piece about the role of spirituality in leadership that I really, really liked. So that text inspired and influenced me a lot.

Ophelia said that Mitch Albom's *Have a Little Faith*, a book she had just finished reading, was significant in light of this research study's emphasis on legacies. Ophelia told me that the book focuses on a person who has died and the lasting impact that person had on others. Said Ophelia, "I've been thinking, actually, a lot about it….I think that will influence me."

Overall, it was difficult for the informants to pinpoint precisely how these works influenced their generativity. This finding suggests a possible weakness in the research design. The informants could not recall books and films within the context of the face-to-face interviews, even though they thought there probably were some works that influenced their generativity. Having the interview questions in advance

did not stimulate them to recall particular titles. I suspect that using another data collection strategy might have enabled me to collect more data on this topic.

Early adulthood work experiences also served as antecedents to the informants' leadership generativity. For example, one of the informants, who worked earlier in her career as a school psychologist, said that her experiences in that position enabled her to meet families that "hadn't had a whole lot." That helped her gain a sense of how important education is, she said. This informant also said that earlier opportunities teaching adult learners in a basic skills program had a tremendous impact on her:

> I experienced the reward that comes from seeing the light bulb go on with them [students when they learned] and that was very profound. These were people in society I had never had contact with before, people who didn't have opportunities….That's so rewarding. And my whole career since [then] has really been about working with people who…[have not had tremendous opportunities]. You need to have education to take control of your lives, to be empowered.

Ophelia said that working in a federal government job right out of college helped her learn the importance of "leaving the place in a better spot than you came into it." Ophelia explained:

> That's been fairly consistent with me for every job that I've had. I leave that person better, I hope. I leave that person in a better place than when they walked in the door or they came to see me.

Ophelia also said that her early adulthood jobs gave her opportunities to create new things, something she continues to enjoy doing in her current leadership position at the research site. According to Ophelia, "I learned that I like to start up new things and have them go off and be on their own. That relates to legacy….I can say, 'You know, I did that.' That's the legacy part of it."

Several of the informants described a need to represent their particular communities as adulthood antecedents to their generativity motivation. An African American informant aspired to leaving a higher education leadership legacy that will reflect well on woman and on the African American community. Likewise, an informant who was raised in the Jewish faith said that she intended to leave a higher education leadership legacy that will reflect well on the Jewish people. These findings are consistent with McAdams and de St. Aubin (1992) who concluded that the motivational basis for generativity includes cultural demands. Notably, McAdams and de St. Aubin found that generativity that is motivated by cultural demands is likely to stimulate generative commitments that get translated into generative actions. Therefore, one might predict that the informants described above are likely to take action to realize their intended higher education leadership legacies.

The informants pointed to a few additional antecedents to their generativity that stemmed from their early adulthood. They described numerous leadership legacies, both positive and negative, that they experienced or witnessed that influenced their generativity. They believed that their role as mothers influenced their generativity, as already described. And they suggested that their faith or spirituality influenced their generativity, a theme explored later in this chapter.

All six informants believed that generativity can be instilled in a child or young adult. I asked the informants to imagine that they knew a child who someday wished to become a higher education leader and to suggest ways that that child could be developed into being a generative leader. Overall, the informants suggested three basic methods of developing leadership generativity in the child: creating formative experiences that reinforce generativity, explicitly teaching the child about institutions of higher learning, and developing characteristics in the child that would serve a generative higher education leader well.

Many of the formative experiences informants suggested for developing a child into a generative leader centered on giving the child age-appropriate leadership experiences. For example, Cordelia suggested providing opportunities for the child to do service to others to learn first-hand how rewarding such an experience can be. As Cordelia suggested:

> I'd shape experiences that enable the child to see that it is very fulfilling just to know that you made a difference. That's important. Not that you get something back. Not that anybody ever acknowledges it. Not that anybody ever says *thank you*. That's beside the point. The point is that you gave it. And you are going to receive back in ways you can't imagine, just because you did that….To experience giving, to experience the difference you can make.

Similarly, Juliet also suggested creating formative leadership experiences for the child, some of them particularly in education:

> What I would try to do is guide the child through opportunities that would help her….do things that make a difference and then talk about why….I would try to be sure that some of the experiences I would provide that child would be education, such as tutoring a younger child or talking to someone from another country who is struggling to learn English…. I think experience is powerful.

Ophelia, too, suggested providing the child with formative leadership experiences, particularly those that enable her to interact with many people unlike herself:

> As she got older, I would try to have her be in positions of early leadership. I think early leadership positions are really good experience for when she gets to any job when she gets in a college or university….A college or university is made up of….students at the top of the food chain and students who come in who are at the bottom of the food chain. So [the child must grow into a leader who can] use those early leadership experiences to help her figure out how to make it all work.

To this end, Ophelia also suggested exposing the child to the "needs of the world" as a method to developing her generativity:

> I want the child to become sensitive to the needs of the world. So, I've got to show her the needs of the world. So I think we go to India or we go to China… If I could do anything, we would have conversations with people about their lives. I think that would probably do it [develop the child's generativity].

Portia, too, said that it was important for the child to volunteer and to "expose the child to different kinds of cultures." She believed that studying a foreign language was an excellent way to increase the child's tolerance for, sensitivity to, and appreciation of others. Said Portia,

> When you learn a little bit about languages, you learn a little bit about the people who speak the languages….Studying a foreign language has made me have a lot of respect for some of our students who come here from other countries and then study a physics course in English.

Several of the informants suggested developing the child into a generative higher education leader by explicitly teaching her about colleges and universities. Desdemona suggested describing realistically for the child what it is like to work in leadership at an institution of higher learning, to manage the child's expectations. She suggested forewarning the child about the committees and the bureaucratic processes that she will encounter as a higher education leader and the significant time and effort it takes for a higher education leader to affect change. Cordelia suggested developing leadership generativity in the child by explicitly teaching her about the higher education mission:

> The child would have to know that this is not a profession that's going to bring you a lot of fame and fortune. You have to be in this because you like what you do and because out of this, you're going to give something to people that's very important. And that's an education, an experience where they are going to be able to grow and be able to be better people and have a better life.

Portia, too, suggested explicitly teaching the child about the higher education mission and especially, the value of the excellent vocational education some colleges provide:

> I'd teach the child that it's OK to be in a vocational field. I think that was a negative prejudice that maybe my community growing up gave all of us, that it's not OK to be an auto mechanic or anything where you work with your hands on the ground. That wasn't a good thing and that meant you were a failure….So explaining to the child that not everyone is not going to get a Ph.D, that it's OK to train people in other fields….That would enable her to have respect for what some colleges do and the people who go to them.

Several informants also suggested developing characteristics in the child that they believed would enable her to become a generative higher education leader. Portia told me that she thought that it was important for the child to learn how to function well on a team, perhaps through participation in team sports. Desdemona, likewise, thought it was important to develop the child's "collaborative work ethic." As Desdemona put it, "She has to get used to working with others and helping them and letting them help you, too, and valuing their opinions." Portia suggested that a broad liberal education would help prepare the child for higher education leadership, including foreign language instruction, as already described above. Cordelia thought that developing the child's academic excellence was important. In her words:

> I'd tell the child that you're going to have to go to college to do this [become a higher education leader]. You're going to have to begin right now taking your academic studies seriously and preparing for college. That's first.

Ophelia suggested developing the child's creativity by putting her in a learning environment "that's not as structured as maybe it is in our schools." There, Ophelia said, the child could "learn to draw at a young age so that that creativity side is developed a little bit more." Titania, too, suggested developing the child's creativity

through active play outdoors. Ophelia also suggested that it was important for the child who wants to become a higher education leader to learn to take risks confidently. She explained,

> If the child is lucky, she's in an environment where she gets to make a lot of mistakes. She's not admonished for making mistakes. And she gets to try lots of different things. I think her confidence to try something different is an important skill for a leader. It's not being afraid to go against the status quo.

Desdemona suggested further that activities that teach patience will help a child develop into a generative higher education leader.

I asked the informants to imagine that a younger faculty member or lower level administrator at the research site approached her and revealed that she would like to become a higher level higher education leader. Several of the informants said that this was a very likely scenario and that, in fact, they had had real conversations to that effect. Ophelia, for instance, told me, "I just had somebody exactly in that situation." I asked the informants how they believed a younger colleague could be developed into becoming, ultimately, a generative higher education leader. Overall, the data emerging from the responses to this question can be divided into three categories: formative experiences, mentoring, and personal development.

The informants described a number of formative experiences that they believed would develop generativity in a future higher education leader. The formative experience most often cited by the informants that they believed would develop leadership generativity in younger colleagues was committee work at the research site. According to Portia,

> If you're aspiring to stay here and become a leader, you should join committees and be active in them. You can have them [younger colleagues] have a leadership role on the committee, too, perhaps chair a committee….Get really involved in it. There are lots of opportunities for our teaching faculty…to work on committees here.

Ophelia also suggested the value of committee work:

> So you really need to get into some central administration and get to know the players, who they are, what they do. You need to make a small difference on a committee. You volunteer to take something that needs to be done, let's say the College Senate. You go on Campus Council. There are lots of things you can do. I would absolutely guide the person and pick some committees.

Juliet, too, suggested that the younger colleague become involved in committees:

> Broadening the perspective is critical. So I would try to help that person find opportunities to break out of her comfort zone through college-level committee service…. There is a lot of opportunity for that here. Whether it is getting involved in a professional organization, whether it is trying to get involved with a…[task force], there are a lot of opportunities to break out of your shell if you want to. And I think that's very important.

Another formative experience two informants mentioned was teaching. Ophelia felt strongly that teaching experience was important for developing generativity in future higher education leaders:

> I think teaching is excellent preparation because you get a relationship with students. You learn who they are, what they need, what they're all about. They write you papers, they email you, they talk to you and tell you what their life is about. That's how you get a sense

> if this is the right place for you or not. You could go work at [a prestigious state university]. And I don't have anything against that. But it's a different student who goes there. At the [research site], most of the students do not have someone else paying for their education. I have students who say, "I can't get to class because I can't get the bus." "I don't have any money to buy my books."…. You don't have that in other places. These are things that are very specific to institutions like [the research site]. And so I think teaching [or some other front line position with students] is great preparation.

Portia also said that she thought that teaching would develop leadership generativity by developing the younger colleague's sensitivity to the plight of the higher education student:

> I'd want [the younger colleague aspiring to leadership] to have some kind of teaching, some direct interaction with students. I have been in the classroom and that makes you appreciate … what the students have to go through. I learned what it was like to work a full day and then have to stand in front of the class. Some of those students had been working all day and then they had to come to class, too. Teaching gave me greater empathy for them…. Sometimes I was so tired when I was driving home I thought, "Oh, I can't even open my mouth any more." Yeah. To see what they have to go through, some of them, to get their degrees, go at night, they had kids at home. Can you imagine being low income, having a full-time job, being a single parent, and taking classes at the same time? And studying? I mean, babies crying and kids having to do homework? Forget it! So, yeah, teaching definitely makes you appreciate higher education students.

Portia also described formative real-world experiences that she believed would develop leadership generativity in a younger colleague. First, she suggested "doing something in the community to appreciate something beyond your own culture." Portia suggested that volunteer work in the community such as tutoring would be helpful preparation for higher education leadership generativity. "Exposure to diverse cultures, backgrounds, different types of families" will help future leaders realize that they have to give something back to the community surrounding the institution of higher learning, she said. Second, Portia suggested that "working in the business community" could be another way to develop leadership generativity in future higher education leaders. In Portia's words, "That's what I think a lot of our faculty lack and maybe our administrators, too. They don't' know what the latest is in the business world. You have to know what's going on in the community, the business community."

Several informants additionally suggested that developing generativity in future higher education leaders could be accomplished through personal development in the areas of education, self-knowledge, and managing expectations. Juliet said that formal education and particularly earning an advanced degree is an excellent way to develop generativity in a future higher education leader. As Juliet put it,

> Education, by definition, broadens your perspective on things. So if the person's got a master's degree, I'd encourage doctoral studies and I would probably try to talk with her about where she wants to go because this is what you will learn at different kinds of institutions.

Portia thought good preparation for higher education leadership was a liberal arts education, or as she put it, "immersing yourself in a variety of different courses." Portia also suggested that the higher education faculty will respect a leader more if that leader has studied a field "beyond just leadership." A degree in an academic discipline would give a higher education leader who wants to be generative "a leg up with credibility here," she told me.

Desdemona, Portia, and Ophelia also mentioned a new leadership development program that was just started at the research site as a possible way to educate future leaders to be generative. However, the program was so new that the informants knew little about the actual content studied and were not certain that leadership generativity will be addressed. Desdemona also mentioned by email correspondence after her final interview an initiative to form a new learning community at the research site focusing on leaving a legacy. This learning community was just forming, she said. Nonetheless, learning opportunities such as the new leadership development program and the legacy learning community at the research site could be good ways to develop generativity in future higher education leaders, she suggested.

Desdemona said that "getting to know her [the younger colleague's] strengths and then showing that you really trust her and believe she can do it" were important steps in developing a generative higher education leader. Titania also thought that the younger colleague's self-knowledge was extremely important. She told me that the first thing she would ask a younger colleague who aspired to higher education leadership was, "What are you passionate about?" Knowing one's self is very important, she said, because "if you don't understand the root, how can you know which direction to go in?"

Desdemona thought it was also very important that younger colleagues aspiring to higher levels of leadership know realistically what it means to be a higher education leader. She said she would describe the "pros and cons" in real terms about what it's like to be a full-time higher education leader instead of a full-time teacher or even a part-time administrator. Desdemona explained,

> I don't want somebody to get into this job and then be disillusioned, be miserable because then she won't do a good job, she won't become a generative leader, and she probably won't stay with it in the long run."

Finally, a most interesting finding that emerged from the data is that two of the informants suggested that attending graduation is a formative experience that would develop generativity in future higher education leaders. This theme is explored more fully later in this chapter.

Key Finding 7: The informants' leadership generativity was rooted in their faith or spiritualism.

The data from this study support Dollahite's (1998) work that linked generativity to religiously-based ethical codes. Two of the informants reported strong connections between their faith and their generativity. They described their higher education leadership as a calling and said they were being guided by The Golden Rule. They also believed that, as one informant said, a "Supreme Being" wanted them to "brighten the corner where you are." The informants who linked their generativity to their faith spoke about this connection with passion. They said that their leadership and their intended higher education leadership legacies were extensions of their faith, that they were living their faith every day through their leadership at the research site and the legacies they will leave behind.

The most frequently-cited motivation for the informants' intended higher education leadership legacies was generative ethics. Informants used words such as *the desire to serve others* or *altruism* to describe why they wanted to leave their intended leadership legacies. In several cases, informants' generative motivation was faith-based. For example, Cordelia explained:

> We all have a divine purpose to fulfill….Something's got to be important to you outside of yourself. It can't just be about you. And I think we've seen a lot of that. I've seen a lot of that, selfishness….You've got to care and believe that anything that you do is not all just about you. It's about something bigger than you….I believe in God. I believe in a Supreme Being. I believe there's a power stronger than I….And I'm operating in my purpose now when I'm working here.…And that purpose always has to do with serving people in some way, giving something of what I have in some way to people.

Juliet, too, linked her higher education leadership legacy motivation to her faith. She described her work at the research site as a *calling* and said of her intended higher education leadership legacy:

> I'm really all about working with people who are dispossessed. I really believe that education opens doors. I think it empowers people. It's how they take control of their lives....And I think colleges like [the research site] are one of the many places where that happens in education. And I think part of that comes from faith, a belief that we're called to serve. This is the way that I am serving.

Titania described how her spirituality and her belief system shaped her higher education leadership legacy motivation:

> My faith is about knowing in my gut that I'm supposed to come from a place of kindness and an unconditional place of love.…I know that the path I'm on is the right direction I'm supposed to go….I believe I'm doing what I'm supposed to be doing at this point of time.

One informant described a different way that she believed her faith influenced her, not so much by what her faith did, but by what it didn't do. She reflected on how being raised in another religious tradition might have negatively influenced her:

> I was raised Episcopalian so there's no sense of guilt whatsoever. I have a lot of friends here who were raised to be Roman Catholic or Jewish and they tend to have more of a sense of guilt. It's really hard to take me feel guilty. And the reason I say that affects me is that sometimes I think we do things because we're trying to make up for stuff that isn't our fault. And so, I don't feel guilty about things that some of my colleagues feel, "Well, this happened 400 years ago but it's my fault." No, I don't think so….Being Episcopalian and not having the guilt trip frees me to feel OK about myself and some of my views.

Research Question 3: What Environmental Factors Within a Higher Education Setting Facilitate or Inhibit Leadership Generativity?

The key research findings that described the environmental factors within a higher education setting that facilitate or inhibit generativity in leadership were (8) a purposeful generative environment facilitates leadership generativity, and (9) competing demands on a leaders' time inhibit leadership generativity. These key findings, a brief data summary, and secondary findings are presented in Table 4.6.

Table 4.6 What environmental factors within a higher education setting facilitate or inhibit generativity in leadership? (The following table presents Key Finding 8 and 9, a brief data summary, and secondary findings that describe factors within a higher education setting that facilitate or inhibit generativity in leadership)

Key Finding	Data	Secondary Findings
8. A purposeful generative environment facilitates leadership generativity.	Most of the informants believed that the research site is a highly generative institution. They linked the institution's generativity to the president's use of environmental scanning to be proactive in meeting community needs. They also believed that the research site was highly generative because of several initiatives it was undertaking to develop future leaders. They believed that a college or university's policies and programs such as a think tank, mentoring program, or learning community can facilitate leadership generativity.	The research site's ceremonies that honor, respect, and acknowledge the leadership legacies others leave behind strongly motivated leadership generativity in at least one informant. The informants also reported that attending graduation annually strongly motivated and reinforced their leadership generativity. They further believed that the research site supported their leadership generativity by providing a flexible, encouraging environment that was open to new ideas. The informants also believed that mentoring programs can develop generativity in future higher education leaders even though they did not believe that they had been mentored in their careers.
9. Competing demands on leaders' time inhibit their leadership generativity.	Several informants said that scarce resources and work overload presented their biggest generativity challenges. They said they wished they had another staff member who could relieve them of some of their duties.	The informants described other obstacles to their leadership generativity that included the long time it takes to effect change, the "ponderous" bureaucracy, lack of communication, and the negativity of some individuals at the research site.

Key Finding 8: A purposeful generative environment facilitates leadership generativity.

All six informants told me that an institution of higher learning has a definite influence on its leadership generativity. As Cordelia summed it up,

> I think the college itself has a lot to do with whether you're capable of doing it [leaving a leadership legacy] and then, whether the legacy will ever be acknowledged. I think the college is the player there.

Portia also said that colleges and universities influence whether a leader is able to achieve a legacy, as did Titania, who attributed this notion to her holistic view of leadership: "I think everything has an influence. It goes back to my holisitic view. So absolutely, I think the college or university influences whether a leader leaves a legacy." Juliet told the informant that colleges and universities have a responsibility to support leadership generativity:

> I think any college or university would have a responsibility to the people it hires to do certain things. Institutions can't wash their hands and say, "Leaders, good luck. I hope it works out for you." I wouldn't stay in a place that did that. If I don't feel supported, I don't want to be there.

Ophelia, too, said that the environment created for leadership at a college or university has everything to do with leadership generativity. In Ophelia's words,

> It comes down to how supportive are your bosses or people you work for when you want to try something different. Oh yeah. I think the college or university has a lot to do with… [the legacies its leaders leave behind].

Desdemona said that the institution's culture is a big factor in whether a leader is generative. She described other colleges and universities she knew where leaders were afraid to speak up. Desdemona said that in such environments, leadership generativity is likely to be squashed:

> I remember when I started with the [state association]. I just couldn't understand it because some of my colleagues at other schools said, "Oh, we would never say anything negative in front of our president and deans. Never. We would never question them because we'll get in trouble. We'll get a bad evaluation." I was just amazed because…[the former president of the research site at that time] had a temper, but as long as he knew you were trying to do what was right for the college, he would support that.

Desdemona explained how support of the college or university's administration is essential for generativity in leadership:

> And so, support from the higher levels is important….If the leadership of the college or university is going to give you a bad evaluation or they won't promote you, you learn to keep your mouth shut, to play the game. Then, if you're in that environment, your own legacy isn't really going to be an important thing unless it just happens to jive completely with what the administration wants.

All six informants said that they believed that the research site strongly demonstrated its commitment to promoting future generations and that being in a purposeful generative environment motivated their leadership generativity. Two informants said that they thought that colleges and universities in general are generative by virtue of their missions. As Juliet explained:

> I think that the college or university does that [is generative] by its very nature. I think any institution of higher learning does. I mean, higher education is about the future, whether you're at [research site] or Harvard. You're bringing people up for working, people in the next generation or in this generation who are trying to improve themselves.

Titania also suggested that higher education is generative by its mission to serve the future needs of the community:

> I think [research site] has been a leader in opening its doors, welcoming, and actually pursuing the diverse population in our region….I know right now they're looking at some other countries, too, and [research site] is leading the way….Our president is pushing that more, not only to get the college out there and help educate but frankly, at this point, it's helping to save jobs at the college.

Keeping tuition low is another way that Titania thought that the research site demonstrated its commitment to future generations:

> We're getting the underserved population a lot of times. As the economy goes more south, we're getting more mainstream students, too. By…[keeping tuition affordable], the college makes it possible for our students to move forward in their education, which gets them better jobs in the future. Keeping a college education affordable, especially in a bad economy, is certainly a way that we commit to future generations.

Several informants suggested that the research site demonstrated its commitment to future generations through the administration's judicious and capable use of environmental scanning. Ophelia explained:

> I think one of the things this college does really well is that it keeps a pulse. And that's the upper administration. It keeps a pulse on the community and what's needed in the community. We're working right now on partnerships with non-profit community agencies and doing work/college collaborations. And I think that's very forward-thinking.

Titania, in a similar vein, suggested that the new programs of study offered at the research site are the result of forward-thinking environmental scanning:

> The college tries to offer opportunities for what will be needed most within the community, whether it's healthcare education or IT education or whatever. The college is doing a real push on green right now. I'm on the Curriculum Committee and they've had two or three of the classes that they have changed slightly to bring in some of the green technology to a much larger level. So there are changes being made to meet the community needs of the present and the future, and also, to prepare students for future jobs. I've been here long enough to remember when there were very few IT courses. And today, ta-dah! People are able to come here for all of their IT education.

Juliet suggested that the research site's president is a visionary who makes good use of environmental scanning and who has a gift for identifying and acting upon future needs:

> [Our president] is very forward thinking…Part of it is being acutely aware of the world and how it has changed and seeing trends that are coming along and preparing to meet those needs that haven't been expressed yet. The example, I think, would be the way that [our president] reached out to the foreign community here because he knew before everybody realized that that's where our growth is in …[this region]. That's the new growth. That's where it's coming in, the new Americans, that we have a role to play in helping them become new Americans and move from being marginalized to being full members of American society. So he certainly looks ahead in that way. And now we have a number of programs that are designed to meet that need.

Juliet also told me that her current supervisor at the research site influences and motivates her leadership generativity every day:

> I think [name of supervisor] is tremendously forward-thinking….He's looking at how we make things work and how we bring people along. He's been very supportive of the initia-

> tives I've come up with. So I think he's forward-thinking. He's very tuned into the world around us here.

Juliet said that several other current colleagues also influence her leadership generativity. Among these are her assistant and a colleague in a nearby office. Of those relationships, Juliet said, "I think we reinforce each other [to be generative]."

Another way several informants suggested that the research site demonstrated its generativity is by developing the staff for the future. For example, Desdemona suggested that the college actively encourages faculty and lower-level administrators to participate in a leadership program offered by the state association. She also described her work on the college's Professional Development Committee as forward-thinking:

> This year we're focusing on succession planning, because, let's say that a dean moves up to be a [campus director]. Well then, who's going to fill the dean's slot? Then let's say the assistant dean moves up to be the dean. Well then, who among the faculty is going to become the assistant dean? …So that's the trickle-down effect and we're trying to figure out how do we deal with this.

Desdemona added that the college started its new leadership development program to help prepare members of the college's faculty and staff to move up the ranks:

> We know that if somebody's already here, she understands how much it costs to live in this area. We've had a real problem with people moving here and they see the salary and they say, "Wow! That's really high!" And then they get here and go, "A house costs how much?" And then they can't stay. Or, we lose a good candidate. So, [our president] really wanted to grow them [future leaders] from within….So the college is very committed to developing its future leadership through this new program.

Portia, too, said that the research site demonstrated its commitment to future generations by the programs it has maintained to develop its own staff: "There's the President's Sabbatical and there are many other kinds of professional development programs here and even in these hard budget times they haven't been cut. There's a commitment to keep those things going." Portia praised the research site's president for being forward-thinking and committed to keeping the staff at the college employed even in a bad economy. According to Portia,

> [Our president] thought ahead to hard times and we're not doing what some of the other colleges are doing. They're laying people off. They're talking about merging some of the other colleges [in our state]. We're in much better shape because our president thought ahead and committed to our future, to keeping all of us here.

A most interesting finding in the data was that a college or university can demonstrate its generativity through its ceremonies. As an example, Cordelia described how the research site honors leaders who retire and the impact that has on those still serving in leadership roles at the college:

> There are administrators who retired, the president who retired, all around us. And they still come back and they support things at the institution. They have a real love for this place…. So that makes it positive to me to be here and to be part of this because then you know that your role becomes a part of the institution's history…..People care very much about those

> folks who are out there, who are retired, and invite them back and attribute things to them. We still do that. So there's a history and a legacy kind of environment here.

Cordelia added that seeing other college leaders thanked and acknowledged at a public ceremony upon retirement encourages her to want to "leave something at the college" too. Cordelia specifically described a ceremony she had just attended that eulogized the first director of one of the college's campuses and celebrated his higher education leadership legacy. In Cordelia's words, "This made me reflect on what I want people to say about me." Cordelia further described the generative influence of the research site's service awards and retirement ceremonies:

> We have service awards annually when we talk about the people who've been here 30 and 40 years. They receive awards, rocking chairs and other kinds of things. I think that that kind of recognition is important. I also think when people are leaving, the college acknowledging the service to the institution is important….At that moment, people reflect on what a person's time here has been and what his or her contributions have been. Our ceremonies honor, respect, and acknowledge the legacies others leave behind. And that, I think, is so powerful. It encourages the rest of us who are still here at the college to want to leave something, too, when we see others honored like that.

The informants also suggested that attending graduation motivates and reinforces their leadership generativity and demonstrates strongly the research site's generativity. Titania spoke passionately about how attending the college's graduation each year motivates and reinforces her leadership generativity:

> It always strikes me going to graduations. It's then that I see the real purpose of this college. There are many students who come into the college who are first-generation college students. And you see that. What hits me is the level of pride. And having gone to other graduations, certainly there's pride and all. But it's different here. We have a different student. No one in their family has ever done it. So you see these families, these huge families sitting there. It almost brings me to tears just to think about it, the joy, the pride, the opportunity that the door was just opened for this person, the pride they feel, and their families. That's the moment of going, "OK. Yeah. This is the real reason."

Juliet also spoke of the importance of attending graduation to her own leadership generativity: "I cry every year at graduation. Oh yeah. I watch those people walk across the stage and see their families, see them cheering, looking at those names. I think it's an important thing for me to witness that." Both Titania and Juliet expressed disappointment that more faculty members don't attend graduation. As Juliet said, "I don't really understand that. We don't have as many faculty [at graduation] as we should." Titania echoed this sentiment,

> I'm frustrated that a lot of people who've been here for a very long time are pretty jaded about…[graduation]. They say, "Ahhh. I don't want to drag myself to graduation." But wow! What a difference we make in people's lives. They're missing something really great.

The informants also suggested that a generative higher education environment is one that is adept at garnering resources for and community support of the institution's mission. In Juliet's words,

> Institutions like ours don't do a very good job of lobbying for their own self-interests, I think….Colleges need to tell their story much more effectively because we do have a story

> to tell and I think if we can tell that story effectively, we will create a much larger space within which we can operate to do the things we need to do to move forward.

Juliet explained the connection between garnering support and leadership generativity:

> Colleges like ours, in order to support their leaders, need to tap into what's out there and available and garner resources for the college through lobbying and support of their mission and what they're doing. That would give leaders more support and more to work with as they work toward their own legacies. And I think it is concrete resources, no question about it, but it's also spreading the word so people don't see colleges like ours as the last resort for their kids.

Juliet also told me that she thought that the local support of the community is also vital to generativity in leadership: "You can't go it alone. You've got to have support to do a lot of things you need to do." Juliet added that improving the public's perception of the vocational education offered by colleges like the research site would also foster generativity in leadership by drawing more community support:

> I think that we could help elevate the idea that training for a career is OK, a blue collar type of career, because we do that kind of training exceptionally well. Colleges like ours are in a good position to broaden the perspective of what it means to be an educated person, a successful person.

Three of the informants suggested that a college or university can foster, support, and sustain generativity in leadership by giving its leaders freedom to create new programs and policies. The informants used words like *flexibility, openness*, and *space* to describe this freedom. Cordelia, for instance, said that an institutional environment "where I feel that I have flexibility" to initiate new programs and policies is one that would encourage her to be generative. Portia echoed this sentiment: "You need to be pretty free to start up something that you think is needed." Titania, too, said that the colleges and universities can foster generativity by giving their leaders freedom to create new programs and policies:

> Let people have enough space for creativity. Give them permission to say, "Hey, create your own frameworks on this, within reason"….I think the more you do that, the more people take it [a leadership legacy] on and take pride in it and also develop a vision of moving forward…Colleges and universities must remember that people have different interests, people have different passions. They should give their leaders room to pursue them.

Titania added that giving freedom to leaders to create new programs and policies will also increase leadership retention, leading to increased generativity in leadership:

> If there was no encouragement to think outside the box, if one was penalized for not always doing things a certain way, you're stifled. One would hope that a leader in such a situation would move on. The college or university that stifles creativity and risk-taking is one where leaders won't be motivated to leave legacies, or even to stay.

Cordelia said that she believed that the autonomy she is allowed to create new programs and policies at the research site is a powerful generativity motivator. She told me, "I'm in an institutional environment where I feel that I have the flexibility to plan, to execute, and to see through to fruition any number of projects and

programs….There's a good deal of autonomy that allows me to do things that I want to do." Portia said that her leadership generativity is motivated by the many opportunities the administration provides for leaders to create new programs and policies at the college. As she explained,

> There's enough around here with…[multiple] campuses that people can find projects that excite them or propose something that doesn't exist….Nothing stops you from sending an email to the president saying, "What do you think of this idea?" And he'll answer you.

Titania, too, credited some of her leadership generativity motivation to the freedom she feels to create new programs and policies:

> I think there is definitely encouragement….The president is all about thinking outside of the box….He is very open. He has an innovation fund. If you have a very good idea and a very good business plan that goes with it, he will fund that plan to get you started….You don't get penalized if you crash and burn, either.

Juliet said that her generativity motivation can be linked to her immediate supervisor, who provides her with the freedom to create new programs and policies. She explained,

> He takes my ideas seriously, trusts my judgment, trusts my perceptions of where things need to be done. He relies on me for that, in fact, because….I'm a little farther down in the weeds…But yeah, he provides the support, encouragement, helping me to navigate with the executive leadership.

Desdemona attributed much of her generativity motivation not as much from the college's top administration but from the research site's policy of receiving regular feedback from the faculty. In Desdemona's words, "In my case, a big piece of it [my generativity motivation] is that so many of the faculty tell me how much they depend on me and how much I've helped them." Desdemona described faculty feedback she receives as the "positive reinforcement" she needs to make her want to "run on that treadmill again."

Ophelia was the one informant who said that she believed that the research site was not doing a great deal to sustain or foster her generativity motivation through its policies and programs. However, that was not always the case. Ophelia said that she felt that the college fostered her generativity motivation much more when she served in her former leadership position. Now, in her current role at the college, which Ophelia described as unique and relatively new, she said that she feels more "out there on my own." Ophelia told me that her generativity motivation "takes a lot of personal motivation for me right now." As she put it, "In a sense, there's general support [of my leadership generativity]. But on a day-to-day, month-to-month basis, no."

Some of the informants suggested that colleges and universities can foster generativity in leadership by explicitly stating that legacies are valued and by creating a shared culture that supports generativity in leadership through its programs and policies. In fact, Desdemona thought that establishing a formal leadership legacy policy at the research site would create an ideal situation for generativity in leadership. As Desdemona explained,

> I think bringing it [leadership legacies] up specifically [would be ideal], not just hoping it will happen. But rather, creating policy, saying to young leaders or young future leaders, "I hope you will do this [leave a leadership legacy]. Here are the college resources to help you."

Desdemona suggested strategies a college or university could use to create policies that value generativity in leadership:

> Well, it [the new policy] should all be spelled out on the web. It should be presented to them [young future leaders] when they're in these leadership training workshops….We need to make sure their deans understand it, the faculty, so they know what it's all about and they know it's OK to do it [work toward leaving a leadership legacy]. And, if the president says it's a priority, then people will make it a priority. Having his support is really critical. But also having some of this written down and saying, "OK. It's our policy that once a year we're going to have this kind of meeting and it's going to be to help new leaders or potential leaders think about developing a legacy. What might that mean?"

Desdemona also thought that a program that encouraged sharing intended leadership legacies with colleagues would be very helpful to creating a culture of leadership generativity. In her words,

> Then you could say, "Hey, let's all write this up and if you want it, we'll put it all up on the web and everybody else can learn from you." You can say, "Well, here's my dream" and someone else can and you can have a sort of learning community so that everybody could help everybody else, too, because leaders help other leaders. You can get that dynamic excitement going on there. If they're leaders, of course, they're good at getting things done, so they can encourage one another.

In a similar vein, Ophelia thought that a shared forum for leaders focusing on generativity in leadership would encourage dialogue, which she described as important. As Ophelia explained,

> Wouldn't it be nice if there were some kind of think tank for college leaders? I mean, that would be a great thing….I would love to get with other higher education administrators and just talk about where we are, what kinds of things we're doing, how can we do it better, what kind of legacy are you leaving there? I mean, we could even do it internally….Yeah, I think you have to have dialogue. And I think you have resources to be able to do it. So maybe there's innovation money that's out there available for any college or university to foster this kind of dialogue….There are a lot of higher education leaders in this contry and we're all struggling with a lot of the same issues when it comes to leaving a legacy.

Portia also suggested that a culture of generativity at a college or university is the ideal one in which a leader can succeed in leaving an intended leadership legacy, and that such a culture could be created through programs and policies. As Portia told me, "Well, it sure would be nice if all the other administrators would be open to listening to…[leadership legacy] ideas….A culture of openness to new ideas."

All six informants suggested that mentoring programs could be a way to develop leadership generativity in future higher education leaders. They told me that no formal leadership mentoring program exists at the research site. However, all of the informants said that they are mentors informally, and that, in Cordelia's words, "mentoring is, quite honestly, the best way" to develop generativity in future higher education leaders.

The informants illustrated the power of mentoring as a generativity development tool by describing passionately their roles as informal mentors to others at the college. For example, Desdemona described with obvious delight her method of mentoring colleagues who aspire to higher levels of leadership:

> I say, "I'll help. When you fall down, when you're in trouble, when you're scared, come see me, email me, call me. We'll meet at my house."…. That takes some of the scariness out of it for the mentee….I give them ever-greater challenges. I say, "OK. You're doing a great job of chairing this group. But that's only 8–10 people. Now let's see if you can do this." I push them up in increments. I don't let them get too comfortable too long.

Desdemona, whose communal legacy goal was in part to identify and mentor future higher education leaders, added,

> Well there are several younger people who I really see doing great things and I look at them and say, "Could that person do my job?" And more and more I'm starting to see maybe three or four who I think could.

Desdemona further explained that though her mentoring role is "not official or anything like that," that she takes tremendous pride in the accomplishments of her mentees. Speaking of one of them, Desdemona said with a smile and a tone of pride in her voice, "The more she got into it [a new position of leadership at the college], the more self-assured she has become. And it's really wonderful to see what a leader she is." Cordelia, too, believed that her role of mentor was to encourage younger women in particular to step into leadership at the research site:

> What I say to them is, "Do you know that you're a very rare breed here? There are not a lot of women in leadership in a college. So, you have an opportunity to make a difference. You have an opportunity to demonstrate that women are capable and can. You have an opportunity to help other women see that. You have an opportunity to help other women advance to leadership."

Cordelia also suggested that making her own leadership transparent to her mentees was a way that she helped them develop their leadership skills and their generativity:

> I share with them, "This is how I think about that. And this is how I got here. This is why I'm thinking I'm going to do this." Or, "It might seem to you that this is the easiest way to do this, but there are some other things going on over here that I have to be aware of. And you've got to take that into consideration because if I go blindly down this path, this is what's going to happen."….So helping them see the things that I didn't do is equally as important to helping them see what I did.

Juliet also thought that mentors can serve as role models for future higher education leaders and instill generativity in them. In Juliet's words,

> I think that the opportunity to shadow a person in a more senior position and get a chance to look through my eyes would be helpful, to spend time thinking about what I do. If they want to be me, they need to know what it looks like and feels like to be me.

Juliet smiled when she said of her assistant: "I try to mentor her and I think I'm doing that." Titania, when asked if she mentors anyone, said thoughtfully, "There are probably several people within the college… There are people right here in this office." The African American informant said that one of her communal higher

education leadership legacy goals was to mentor women and African American women in particular:

> Young African American women – I have given a lot of my time and attention to. I have tried to create opportunities for them. I've worked with them in professional organizations. I've talked to countless numbers of them on the phone or on my email. I send them job announcements. We've got a network that's informal and formal for purposes of doing that.

The African American informant's secondary source, who is also an African American woman, said in a sincere and reverential tone that she regards the informant as a highly valued mentor:

> Actually, a former co-worker of ours recommended that I talk to her as a mentor…and that's what I did. I remember the first conversation I talked to her about wanting to be a [name of leadership position at the college].…I wanted to get some feedback from her on what I should be doing, what steps I should be taking, and she was very helpful. I just continued that relationship with her over the years I was at [name of college], just getting guidance and feedback from her on how to excel.

These remarks and in particular the way that the informants described their mentoring roles suggested to me that mentoring may develop generativity in mentees but also in mentors. Clearly, the informants in this study delighted in and were motivated by their generative mentoring relationships with their mentees.

Key Finding 9: Competing demands on leaders' time inhibit their leadership generativity. I asked the informants to describe any of the ways that they believed the research site interfered with their generativity motivation or their ability to realize their intended legacies. The informants cited the lack of time and resources as the biggest obstacle to their leadership generativity motivation and realization. As Ophelia put it, "There's no time and there's no money and there's no this and there's no that. There are a lot of *no* kinds of things that go on." Ophelia said that these are difficult times at the college. In her words, "I think in some ways we're talking about basic survival. It's not exactly the most motivating environment." She described herself as a "one-person show" in leadership and told me that a lack of sufficient and appropriate office space, marketing support, and administrative help are obstacles to her leadership generativity.

Desdemona pointed more specifically to a steep workload and lack of time as the biggest obstacle to her generativity. In her words, "All I can say is sometimes I'm too busy." Desdemona suggested that she wished that resources could be available to add a new staff position, even temporarily, that would free up some of her time:

> Even if we had a little bit of money to bring in somebody every other year or so to…[tackle needed administrative and clerical tasks] would be a tremendous help….It all comes down to a question of people being terribly, terribly busy.

Desdemona explained further that she is often held up in her work because her colleagues, like her, have a steep workload. She described a typical scenario:

> I send…[a proposal] out a week ahead of time electronically so they [members of a review committee] can read it and ask me questions ahead of time. And I've almost never…[gotten

> questions]. Then you get to the meeting and you find out that they haven't prepared. They probably didn't have time to read your proposal carefully, let alone think about it and formulate questions. Then they say [at the meeting], "Well, I don't know. I'll have to go ask so-and-so." So it [the proposal] gets set aside. And then to get back on their agenda, I mean, it can take months….So it's a very slow process.

Desdemona said that she knows that this happens "because everybody's so busy." Nonetheless, it can be very frustrating, she said. In Desdemona's words, "That [being so busy] makes it hard to do things well. It's pretty easy to do things OK. But it's hard to do them really well."

Ophelia, too, suggested that that work overload at the college was an obstacle to her leadership generativity:

> The people who I'm working with on a day-to-day basis, the [high-level administrators], they're overwhelmed, so they're not interested [in my project]….[My project] is just another thing they have to do. I totally understand it….But that puts me in a pretty tough place [to achieve my intended higher education leadership legacy].

Portia also told me that she wished that resources could be used to hire a new staff member for her department and free her up:

> There are so many things that I have to do that nobody is helping me with. You know, I spend a lot of time on picayune little details that should be handled at another level, which doesn't leave me enough time to do really important things…. And also as a result, I'm bogged down with the little details. There aren't enough people.

Juliet said that lack of resources means that needed staff positions can't be created. In Juliet's words, "There are places where we just plain need staff and things happen and we can't do that." Juliet added that a lot of the strain caused by lack of resources is beyond the research site's control, explaining, "A lot of it is a function of the economic situations." Cordelia, echoing the sentiments of several other informants, said that the lack of resources is a possible obstacle to her leadership generativity, but that "that's the case everywhere."

The bureaucracy at the research site was another obstacle that some informants said may interfere with their generativity motivation and realization. For example, Desdemona said, "Nobody really knows which committee is supposed to have authority over whatever." Juliet described the structure of the research site as "very ponderous" and said that trying to effect change at the college is therefore difficult. In Juliet's words:

> Sometimes it can feel like trying to turn an oil tanker. It's big. It's entrenched. There are so many constituencies and stakeholders that it's very easy sometimes to get tired trying to get things done and get all the buy-in you need from all the different places….It's just a very huge institution. It can't turn on a dime, much as I would like it to sometimes. So it's an incremental process. And you can get discouraged. You really can.

Juliet also told me that most initiatives she's working on take a lot of time and energy to get through all the levels of bureaucracy. She explained, "I have to use every ounce of patience I have." However, she said that she believed that bureaucracy is an obstacle that is not unique to this particular research site. As Juliet put it,

> It seems to be in higher education, in general, a symptom to be kind of high-bounded in many ways. For all its liberal professoriate, higher education is one of the most conservative institutions when it comes to change.

Titania, too, described the bureaucratic processes at the college as "hurdles in the way." She guessed that many of her colleagues and "John Q. Public" would find the bureaucracy to be daunting and discouraging. However, Titania said that she considered the bureaucratic processes to be more of a challenge to her generativity than an obstacle. In her words, "I know what has to be done, all the little hurdles. Are there obstacles? Ultimately, from my point of view, they're just work-arounds."

Ophelia expressed frustration about a lack of communication at the college, a problem that she said interferes with her generativity motivation. Some of Ophelia's frustration stems from her physical office space, which she believed was not ideal or perhaps even suitable for the work she does. She described it as an office environment that does not encourage interaction. Ophelia explained, "Nobody on this floor talks to anybody…. They say *hi*. But it's not conducive [to meaningful interaction]." Ophelia also suggested that a lack of communication with the college's upper administration was another generativity obstacle. In her forceful words, "In my fantasy, you would have the upper administration who would really want to talk to me about what I was doing. I mean, how about that? How about, like, a meeting?"

Two informants cited the amount of recognition they received from the college's upper administration as obstacles to their generativity. One said the problem was too little recognition, the other too much. Portia suggested that lack of recognition for her work and accomplishments probably cuts into her generativity motivation. As Portia put it, "Maybe a little more recognition for some of the things I've done [would help]…. That would probably be it. A little more recognition." Titania, on the other hand, said that the positive recognition she receives sometimes makes her unpopular with some of her colleagues. As she put it, "I know that I'm used as a positive example sometimes and I wish I wasn't used in that way because that puts a target on my back."

Portia told me that lingering sexist attitudes at the college are another obstacle to her leadership generativity. She suggested that a group of administrators from the past "had their own way of thinking and you weren't about to penetrate that thinking to change it." Most of those administrators are now retired, Portia told me, "but they influenced a lot of the people." Those attitudes won't be totally gone, she said, "until a lot of those people leave." Portia explained further that mostly a "group of white males" in administrative roles had their "own way of operating things." In Portia's words:

> They didn't really see the world changing around them. They were still operating in that mode that they had gone through when they grew up. And these are going to be the people competing in the workforce and your wife stays home and she cooks dinner…. That didn't help my [leadership generativity] motivation…. And I think some women weren't taken all that seriously and it was considered a second income. It was a whole mindset. I think most of them are gone. But it's still around…. There are remnants of it and it affected some [of us]. I think it affected my salary.

Summary

This chapter described the data collected from 18 face-to-face interviews with my study's informants and secondary sources and from the documents collected. Data collected in the fall of 2009 was presented in this chapter first in a within-case summary. This data described separately each informant's attitudes about her generativity. The within-case summary also presented data about individuals and experiences that informants identified and described as having influenced their generativity. The within-chase presentation of data included findings about the role of parents, grandparents, faith, teachers, colleagues, books, films, public figures, formative experiences, and numerous other influences on each informant's leadership generativity.

The cross-case analysis yielded nine key findings that were linked to the study's three research questions. Four of the key findings described the nature of generativity in leadership. These were (1) the informants believed that being in midlife strongly increased their leadership generativity, (2) the informants believed that being a woman strongly influenced their leadership generativity, (3) the informants' leadership generativity was influenced by their positivity, and (4) the informants' daily activities and responsibilities at the local level constituted their leadership generativity. The key findings that described the antecedents of leadership generativity motivation were (5) the informants' leadership generativity was a function of their having grown up in a particular moment in history, (6) The informants' leadership generativity was foregrounded in the experiences and teachings of childhood and early adulthood, and (7) the informants' leadership generativity was rooted in their faith or spiritualism. Finally, the study's key findings that described the environmental factors within a higher education setting that facilitate or inhibit leadership generativity were (8) generative environments facilitate leadership generativity and (9) competing demands on leaders' time inhibit their leadership generativity.

Direct quotes from the 18 interviews were laced throughout this chapter to present the perspectives both of informants and secondary sources. The extensive use of quotes and my efforts to create and bring psychological and emotional unity to the data by identifying patterns and categories served to create a richly descriptive data presentation. This strategy is in keeping with the "complex and quilt-like…reflexive collage or montage" of interconnected images and representations suggested for qualitative research by Denzin and Lincoln (2005).

I was struck by my informants' interest not only in the legacy they would leave at their higher education institution in terms of particular achievements, but also, with the individuals whose lives they touched there. They connected people and experiences of their pasts with their core values as leaders. It is through those core values that they hope to influence future generations. My informants could not always tell me how a particular person or event from the past motivated them to leave a measurable leadership legacy. Rather, they felt that their past experiences and relationships had made them become generative leaders who care what happens to future generations. This caring, then, is translated into their leadership beliefs and actions.

The next chapter presents my analysis of the data and implications of the study more broadly. It includes eight working hypotheses and an emergent theoretical framework.

Exercise: How Do Your Experiences Compare with the Study's Research Findings?

Consider the nine key findings of this research study in relation to your own experiences. Then answer the questions below.

Key Finding #1: The informants believed that being in midlife strongly increased their generativity motivation.

- Do you believe that your age and life point influence your generativity motivation? If so, how and to what extent?

Key Finding #2: The informants believed that being a woman strongly influenced their leadership generativity.

- Do you believe that your gender influences your leadership generativity? If so, how and to what extent?

Key Finding #3: The informants' leadership generativity was influenced by their positivity.

- Would you say that you are overall a positive person? If so, how? Where and when does your positivity manifest itself? Does your positivity influence your leadership generativity? How and to what extent?
- If you believe that you are not overall a positive person, how would you describe yourself? How, if at all, does your general attitude influence your leadership generativity?

Key finding #4: The informants' daily activities and responsibilities at the local level constituted their leadership generativity.

- Think about the legacy you intend to leave. Is that legacy one that will grow out of your daily activities and responsibilities in the work you do and the life you lead every day? If so, how?
- Does any part of your intended legacy depend upon accomplishing things outside of the realm of your daily work and life? If so, what would you like to accomplish that is outside of your daily work and life? Why?

Key Finding #5: The informants' leadership generativity was a function of their having grown up in a particular moment in history.

- Think about the time in which you grew up and the time in which you are living right now. How, if at all, do you believe that growing up when you did and being alive today influences your leadership generativity?

Key Finding #6: The informants' leadership generativity was foregrounded in the experiences and teachings of childhood and early adulthood.

- What were significant experiences and teachings from your own childhood? How, if at all, do you believe those experiences and teachings may have influenced or shaped your leadership generativity?

Key Finding #7: The informants' leadership generativity was rooted in their faith or spiritualism.

- How, if at all, does your faith or spirituality influence your leadership generativity?

Key Finding #8: A purposeful generative environment facilitates leadership generativity.

- Think about the environment in which you work. Would you say that that environment is a purposefully generative one? If so, how, and how, if at all, do you believe it facilitates your own leadership generativity?
- If the environment in which you work is not a purposefully generative one, do you believe that that influences your leadership generativity, either positively or aversely? If so, how?

Key Finding #9: Competing demands on leader's time inhibit their leadership generativity.

- Do competing demands on your time inhibit your leadership generativity? If so, how?
- What else, if anything, do you believe inhibits your leadership generativity?

Chapter 5
Developing Generative Higher Education Leaders

My multiple case study provided me with a lens through which to study the nature, antecedents, and support of generativity in the leadership of female higher leaders in midlife. It examined intended leadership legacies, the reasons female higher education leaders believe that they are motivated to leave leadership legacies, and the environment at the research site for generative female higher education leaders.

This chapter presents the implications, recommendations, and conclusions that emerged from my analysis of the data collected. It discusses the data in response to my study's three research questions, summarizes the key findings of my study, describes the practical implications of my study's findings for creating leadership generativity development programs, suggests eight working hypotheses, poses an emergent theoretical framework for developing leadership generativity at a college or university, describes the broad implications of my study, describes the strengths and limitations of my study, and offers recommendations for further research.

Purpose of My Study

The overarching problem addressed in my research is that there is a great deal that we do not know about leadership legacies, particularly among women or in the leadership of colleges and universities. Yet colleges and universities are generative institutions. Their mission is to educate and prepare individuals for the future, to provide access to postsecondary education programs and services that lead to stronger and more vital communities, not just for today, but also for tomorrow (Vaughan, 1998). It is imperative, then, that higher education leaders concern themselves with future generations. They must, like the institutions that employ them, be generative.

My purpose in collecting and analyzing the data in this qualitative multiple case study was to provide insights about higher education leadership legacies, particularly those intended by female leaders in midlife. I asked six informants who are female higher education leaders in midlife to describe their intended higher education

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leadership legacies in rich detail. They shared with me their thoughts about the many people and experiences throughout their lives that they believed influenced their leadership generativity motivation. They also considered and described the environment in which they work and specifically, how they believe institutions of higher learning can motivate and support generativity in leadership. I interviewed secondary sources, collected documents, and consulted with three peer debriefers to enhance the trustworthiness of my study. My purpose in collecting and analyzing the data was to identify the key findings of my study and from these, to create working hypotheses about what colleges and universities can do to develop, foster, sustain, motivate, and nurture generativity in their leaders.

Responses to Research Questions: A Discussion

This research study was guided by three research questions:

1. What is the nature of generativity in leadership?
2. What are the antecedents of leadership generativity motivation?
3. What environmental factors within a higher education setting facilitate or inhibit generativity in leadership?

Chapter 4 presented the within-case and cross-case analyses of the data. Below, I discuss the responses to each research question, the implications of my study's nine key findings, and contextualize that discussion within the literature.

Research Question 1: What is the Nature of Generativity in Leadership?

Key Findings 1, 2, 3, and 4 described the nature of the informants' generativity in leadership.

Key Finding 1: The Informants Believed That Being in Midlife Strongly Increased Their Generativity Motivation

Of all the questions I asked, my informants gave the fastest, clearest, and most emphatic responses to the question, "How, if at all, does being at this life point, in midlife, influence your intended higher education leadership legacy?" All six informants said immediately and with force that being in midlife strongly influenced their leadership generativity. They described a sense of urgency, that time was running out, and that they could see the end of their days at the research site. They told me that they believed that their careers had peaked, that they were no longer climbing

the leadership ladder at the institution, that they were more mature and had more life experience to draw upon in their leadership. They also said that they worried less about pleasing others and more about pleasing themselves. Now, they said, they were more concerned than ever before about leaving something behind them for the next generation. This key finding is consistent with Erikson's (1950) theory that generativity peaks at midlife.

Further evidence that this finding is consistent with Erikson's (1950) theory of generativity can be found in the informants' description of how their generativity has changed over the past 15–20 years. Several informants said that they didn't think at all about leaving a legacy when they were younger. The others told me that their former legacy concepts had changed and that when they were younger, their intended legacies had a significantly smaller scope. Informants' youthful legacy concepts, if they existed at all, were tied mostly to pleasing a small number of people like parents or supervisors, or to affecting change with a relatively small number of individuals such as the students they taught or counseled. The informants reported not only that they had stronger generativity strivings at midlife, but also, that their intended legacies have broader implications. The informants' intended legacies now were to influence a large numbers of people at the institution and in the community it serves. Thus, the six informants described generativity as having increased significantly as a concern of midlife, as Erikson might have predicted.

An extremely interesting finding of my study was that the informants felt that having been raised in their particular time in history influenced their leadership generativity. Juliet and Portia told me that they very strongly believed that their sense of social justice can be linked directly to their having been raised in the 1960s. This data is very important especially when considered in the context of Erikson's (1950) theory of generativity. Erikson posited that a psychosocially healthy individual in midlife is generative. Yet, he gave no consideration in his theory to when in history that individual reaches midlife, what is going on in the world at that time, or the effect of growing up at a particular time.

The work of Stewart and Ostrove (1998) may provide some insights about how growing up in a particular time influences generativity. Their study, focusing on American women born during the baby boom, led to the conclusion that "middle age is gendered differently for different generations." Stewart and Ostrove posited that profound social changes such as the women's movement may instigate midlife corrections, which in turn function to broaden generative scope and to strengthen women's confidence in their generative abilities. This may explain why Juliet particularly pointed to growing up in the 1960s as the source of her optimistic "we can make a difference" outlook. She said that growing up in that time shaped her thinking about people "having a place at the table" and the "need to open doors." Juliet further linked growing up in the 1960s to her leadership generativity when she said, "Whether it was civil rights for people of color or for women, for the disabled, for gay people – whatever it is, [I learned that] we all need a place at the table." In this data, Juliet described how the profound social changes she observed in her formative years motivated her generativity.

It is also important to consider that the informants in my study described themselves as being in midlife, but that this, too, was a function of their being alive today. According to Wahl and Kruse (2005), the concept of being in midlife wouldn't have occurred to people much before the beginning of the nineteenth century. As well, one must consider that the informants who took part in my study are in their leadership roles at the research site today but that they might not have been in those positions even as recently as 30 or 40 years ago. In 1972, women held only 18% of managerial and administrative positions in the United States. By 2002, that figure had risen to 46% (U.S. Bureau of Labor Statistics, 1982, 2002). As Bunch (1991) suggested, women in the later part of the twentieth century have "increasingly taken on leadership roles and influence how we exercise leadership."

Thus, one of the most important implications of my study is that leadership generativity is a function of being in midlife and also, of being in a particular moment in history. It will be important to continue studying generativity in leadership in the future. For instance, one of the peer debriefers for my study suggested that it will be very interesting to see how children of Generation X or Y approach generativity in leadership when they eventually mature into midlife and become higher education leaders. If Stewart and Ostrove (1998) are correct that profound social changes influence generativity, then the nature and scope of generativity is likely to look quite different for future generations. The debriefer suggested that it will be interesting to see how having grown up with the Internet, the AIDS epidemic, and 9/11, for instance, will influence higher education leaders' core leadership values, intended higher education leadership legacies, and generativity concepts.

Key Finding 2: The Informants Believed That Being a Woman Strongly Influenced Their Leadership Generativity

Most of the informants thought that being a woman strongly influenced their intended higher education leadership legacies. They told me that being a woman makes them more collaborative, accustomed to confronting roadblocks, likely to build relationships, prone to being transparent in their leadership, and drawn to certain helping careers such as teaching and counseling. More than anything else, the informants linked their leadership generativity to their desire to nurture and care for others, a characteristic which several described as largely female. While the informants were quick to point out that they thought that men can be nurturers too, as Ophelia put it, "Women are the caretakers of the world." This finding is consistent with Frieze (1978), Gilligan (1982), Hunter, Sundel, and Sundel (2002), Hewlett (2007), and other midlife researchers who suggested that primarily the caregivers in our society are women.

As already suggested, Kotre (1984) predicted that men express more agentic aspects of generativity while women may show more communal manifestations. If that is true, then men are more likely to intend leadership legacies that focus on agentic products, such as systems and programs, and women are more likely to focus leadership legacies on nurturing and caring for others. The data from my

study suggested that the informants aspire to leaving legacies that affect cultural change. That change is heavily reliant upon communal modes of generativity, modes that depend upon nurturing. That finding strongly lends credibility to Kotre's prediction. However, the finding that the informants intend legacies that affect cultural change through communal modes does not mean that they are unconcerned about their agentic products. In fact, the data suggested quite the opposite. Juliet, for instance, said that her intended leadership legacy on what she called a "micro level" was agentic, or as she put it, "slightly more toward the system side." On a "macro level," however, Juliet said that achieving her agentic goals "is being done through personal interaction, the cultural change I'm passionate about." In other words, Juliet intends to leave her agentic products through a communal mode of generativity. Thus, being a woman and a "caretaker of the world" may have shaped Juliet's and the other informants' intended higher education leadership legacies and also their interpretations of how they will realize those legacies. As Juliet suggested, even the most agentic of her higher education leadership legacy goals has a strong communal component underlying it.

Several of the informants also told me that their role as mothers influenced their generativity. It is likely that those informants are more concerned about what Kotre (1984) described as their *biological generativity* or their *parental generativity* than their leadership generativity. While Erikson (1969) demonstrated in *Gandhi's Truth* that a leader can place his leadership generativity above his parental generativity, Gandhi's case was unusual. The informants appeared to care deeply about their parental generativity. They talked about their children with obvious pride. Ophelia, for instance, told me that her daughter had just taken on her first large leadership position as the president of her college sorority. The proud mother said, "So maybe that's my legacy. So what if I don't leave a legacy in…[name of field]? I'm going to leave a life legacy that has a lot of different tentacles in the world." Cordelia, too, spoke with pride of being a role model for her children and other members of her family. Portia proudly showed me a photo of her son. And Desdemona told me that she would not consider taking a job at another higher education institution, even if it meant a big promotion, because she is committed to remaining geographically near her son. Clearly, these informants care deeply about their children and may have more invested in the parental aspects of their generativity than the legacies they hope to realize as leaders at the research site.

An interesting finding from the data came from Juliet, who told me that she had a "checkered past" because as a woman, her family responsibilities required that she move a great deal in her earlier career. This data is consistent with Gutmann (1987) who argued that younger women are more likely to emphasize nurturing features in their self-definition. Gutmann argued that once a woman like Juliet moves into middle age, the familial nurturing role becomes somewhat obsolete and may be abandoned. That leaves room in the woman's life for a more balanced, androgynous view of the self more in line with the gender neutral tasks predominant at middle life, Gutmann posited. In Juliet's case, higher education leadership coincided with midlife and fewer familial responsibilities, as Gutmann would have predicted.

However, an interesting anomaly to Gutmann's (1987) construct is the data from another informant in my study who adopted a child relatively late in life. That informant told me, "I kind of did things in reverse in my life. I adopted a child about nine years ago. So, he's the center of my life now." For this informant, being a mother of a young child in midlife meant not staying late to work long hours at the college or taking work home on the weekends. Leadership generativity, in her case, was less of a concern than familial responsibilities and the demands of being a mother.

Gutmann's (1987) scenario placed women as caretakers for the most part in their younger days. He assumed that by midlife, women's caretaker roles would be reduced or completed, that women in midlife are more or less unfettered by caretaking duties. However, women like the informant described above are becoming mothers much later in life. Some are thrust into other caretaker roles. They may care for their children, their grandchildren, or they may become the primary caretakers for their aging parents or an infirmed spouse. As well, women in midlife who had children when they were younger may find that those children come back to live with them in young adulthood because of the so-called *boomerang effect*. According to Mack (2010), young adults are returning home in droves to live in their old bedrooms as a recession-era refuge:

> Young adults are the first to feel the pain of a bad economy and the last to feel the benefits of a recovery….[They] are struggling to find work in a job market of diminished pay and opportunities. When they find work, they often aren't earning enough to live independently ….One in 10 adults between the ages of 18 and 34 said the poor economy has forced them to move back in with mom and dad.

Mack added that children are also not leaving the nest as quickly as they used to. According to Mack, "Parents who have adult children under their roofs shouldn't expect them to leave soon." The implication of this finding is that we cannot assume that a woman is done with her familial caretaker duties by virtue of her being in midlife. Further empirical study is needed to understand more precisely how familial responsibilities influence leadership generativity, particularly for women in midlife who are in active caretaking roles at home.

Key Finding 3: The Informants' Leadership Generativity Was Influenced by Their Positivity

A salient finding of my study was that the informants, when asked to describe what they thought a *higher education leadership legacy* was, defined the term only through the lens of it being a positive legacy. Yet, all of the informants described with gusto and in some detail the numerous negative higher education legacies that they had experienced at the research site and at other institutions of higher learning. It is possible that the informants' positive conception of a leadership legacy extended from their core leadership values, optimism, and positive leadership. According to Cameron (2008), positive leadership refers to an affirmative bias, "a focus on strengths and capabilities and on affirming human potential" (p. 2). These six informants said that they wanted to be leaders people can trust. They wanted to work well with others, communicate well, be accessible, and have a strong leadership

presence. Each of them said she strives to live her positive core leadership values every day in her leadership. It follows, then, that these higher education leaders would conceptualize a higher education leadership legacy as something very positive. It may also be the case that negative legacies do not usually come to mind when psychosocially healthy individuals consider leaving a legacy. McAdams (2001) suggested that why and precisely how generativity takes a turn to the dark side is a research area receiving extremely little attention. It may be that most researchers, like the informants in my study, are more attracted to positive legacy intentions and how they are realized.

Positivity may also be the reason that the informants described their intended leadership legacies as culture change. Whether it was Desdemona's legacy goal to leave a "mindset," Cordelia's intention to leave behind "that people have grown," Titania's legacy goal to instill in others "the belief that everybody can play in the sandbox," Juliet's intended culture change to "it's all about students," Portia's efforts to leave a change to better "customer service" at the research site, or Ophelia's emphasis on everyone "making a difference," the informants described intended higher education leadership legacies through which the culture at the college will change for the better. Cordelia summed it up best when she suggested optimistically that a higher education leader is a "change agent."

The emphasis on leaving leadership legacies that change the institutional culture in positive ways may be motivated by the informants' belief that the substance and not the form of their legacies will endure. Cordelia described this as the "how" of a leadership legacy enduring and not the "what." Juliet echoed this thought when she suggested that culture endures, even if policies, systems, and technologies change. As Ophelia suggested, how long a higher education leader gets to be remembered for particular products she created may at best be two or three generations, at which time people in the institution will ask, "*What* was her name?" On the other hand, Ophelia said, the difference a higher education leader makes in the lives of the people at the institution can last forever.

For these informants, the best way to realize one's leadership generativity is *not* mostly through what Kotre (1984) would have described as an *agentic mode of generativity* such as the policies, systems, and programs the leader creates and leaves behind. While the informants said that their agentic products were important to them and to the research site and require significant leadership effort, those products are, by the informants' admission, likely be altered or destroyed as future technologies, needs, resources, state mandates, and leaders emerge. Rather, the way these leaders wish to ensure their higher education leadership generativity is through *cultural generativity*, described by Kotre as what occurs when the generative objects are the culture itself. In fact, the culture changes that the informants described are very much in line with what Kotre described as a *communal mode of generativity*, that is, cultural generativity that endures though nurturance and caring for others. Interestingly, this finding marries well with Kotre's prediction that men express more agentic aspects of generativity while women may show more communal manifestations. However, further study of both female and male higher education leaders in midlife would clearly be needed to bring more understanding to bear on this issue.

A further implication of my study is that the informants believed that cultural generativity may be particularly attractive for positive leaders at a college or university. This, the informants believed, may be because colleges and universities are large and complex institutions where culture is difficult to change. Juliet likened the research site to an oil tankard. She suggested through this comparison that it is large, hulking, and plodding on given course that requires a great deal of effort to change. Culture change also takes significant time, the informants suggested. Both Juliet and Desdemona told me that they thought that the culture changes very slowly at the research site, requiring higher education leaders to have a great deal of patience and stick-to-itiveness. Juliet suggested that the slow pace of change is frustrating but that the support of being in a collegial environment is very helpful to a higher education leader who is trying to leave a legacy of culture change. This finding is consistent with Cameron (2008), who suggested that positive relationships in organizations produce desirable outcomes and that "positive energizers" create and support vitality in others (p. 42). In Juliet's words,

> You have to hang in there. You can't get disgusted and walk away. I come back here [to my office] and bitch and moan [to supportive colleagues]. You bitch and moan and then you can go on and do it all over again – and again.

The informants confidently and optimistically suggested that if a higher education leader does, as Juliet said, "hang in there," she will eventually succeed in changing the culture at the institution, and that that can be very satisfying. As Desdemona suggested,

> I've done a lot in 20+ years. Yeah. There's a lot I can actually point to and say, with my help anyway, *that* happened….You have to have a high tolerance for not getting immediate gratification….But then, when it [change] finally does come to fruition, wow, what a rush.

An interesting observation from one of the peer debriefers was that it may not be as difficult to change the culture at a college or university as the informants suggested. This debriefer, who also works at an institution of higher learning, said that it is much easier to change the culture of a college or university than many other entities. This debriefer suggested that the informants may have lacked objectivity and experience outside of the research site. Therefore, they may have had a narrow lens through which to view how difficult it is to change culture at an institution of higher learning, the debriefer said. A topic for further research may be to understand how experience working outside of higher education shapes a higher education leader's perceptions.

Another finding that stood out in the data was Ophelia's sense that even her most seemingly altruistic intended higher education leadership legacy was probably rooted deep down in what she called "selfishness." Ophelia said that leaders may be motivated to leave legacies so they can point to them with pride and say, "Yeah. *I* did that." Ophelia posited that there may, in fact, be no such thing as absolute altruism, that every altruistic act has at its core a very selfish component to it. This data was consistent with McAdams (2001) who said that generativity "can be a curious blend of narcissism and altruism" (p. 405). McAdams referred to this dichotomy as an "emotional paradox, making for a wide range of complex and even contradictory

expressions in any given adult life" (p. 405). The data suggests that Ophelia was aware of that paradox.

Another way that positivity influenced the informants' generativity was through their confidence that they would realize their intended higher education leadership legacies. Four of the informants felt certain that they would realize their legacies. The remaining two informants told me that they thought it was possible that they might not achieve their legacies, at least not fully. However, none of the informants expressed concern about the possibility that they may not realize their intended higher education leadership legacies. As Ophelia put it, if it happens that she does not realize her intended leadership legacy, "So be it." It is probable, then, that the informants in my study did not experience what Snarey (1993) described as *generative chill*. They did not manifest the anxiety and dread that Snarey said becomes increasingly salient as one navigates through midlife, caused by a threatened loss of one's generative products.

One possible explanation for the lack of generative chill in the data is that the informants may not have put all of their generative eggs in the higher education basket. Ophelia may have expressed it best when she said that her higher education leadership legacy is not as important to her as her *life* legacy. I noted that all six informants taking part in my study described interests outside of their leadership work at research site that seemed to matter a great deal to them. As discussed above, several of the informants mentioned their children and their role as mothers. Titania told me that she volunteered to run a program for cancer patients. Ophelia described with great excitement a non-profit agency she was on the verge of starting. Cordelia's CV described the many volunteer roles she played in her religious community and in other organizations.

Key Finding 4: The informants' Daily Activities and Responsibilities at the Local Level Constituted Their Leadership Generativity

All six informants described intended leadership legacies that are extensions of their daily work as higher education leaders. The scope of their leadership generativity was limited to the research site and the community it served. Even so, the informants said that they were not motivated to be generative because of a desire to receive public recognition and applause. Rather, their intended leadership legacies were to change culture and to affect change in others. The implication of this finding is that colleges and universities that seek to develop and foster generativity in leadership may be able to do so by providing support to their leaders in their daily tasks.

Research Question 2: What are the Antecedents of Generativity Motivation?

Key Findings 5, 6, and 7 described the antecedents of the informants' generativity.

Key Finding 5: The informants' Leadership Generativity Was a Function of Their Having Grown Up in a Particular Time

As already suggested, a most interesting finding of my study was that some of the informants believed that growing up in the 1960s influenced their generativity. Growing up in that time, they said, influenced them to have a social conscience and to become passionate about social justice. Juliet, who described herself as a "child of the 60s," felt very strongly about this. She said, "I have social consciousness because of the time in which I grew up." The informants' higher education leadership, their self-concept as being in midlife, and their intended higher education leadership legacies were all shaped, at least to some degree, by the time in which they lived. An implication of this finding is that we cannot consider generativity motivation in an historical vacuum. When in history a person is in midlife may have a great deal to do with the nature of their leadership generativity.

Key Finding 6: The Informants' Leadership Generativity Was Foregrounded in the Experiences and Teachings of Childhood and Early Adulthood

All of the informants suggested that what happened to them in their childhoods had a profound effect on their leadership generativity. As Cordelia put it, "I think a lot of who you are is shaped so early in your life."

The strongest antecedent to leadership generativity motivation described by the informants in my study was without question their parents. All six informants told me that one or both of their parents modeled generativity in leadership, behaviors of selfless giving to others, and/or legacies that were powerfully influential. Some of the informants also said that their parents explicitly taught them what Snarey and Clark (1998) described as a *generative ethic*, that is, a moral stance predicated on the principle of caring for future generations. Parents taught the informants explicitly that they had an obligation to be of service to others, citing reasons to help others such as their superior intelligence or growing up in relative privilege. In some cases, parents taught the informants that giving to others was simply the right thing to do and expected.

I was particularly struck by the passion of some of the informants as they described their parents' generative influences. Titania, for instance, described her father's ethic and legacy of giving to others with obvious pride. In her colorful words, her father "would give the shirt off his back in a heartbeat, to anybody, to a stranger, to anyone." Ophelia described with a tender smile the legacy of her father's watercolor paintings. As she put it,

> I always had a painting of his in my office. And they're good! … and friends and neighbors all have them. We all talk about it….And now the next generation…they want a picture, too.

Cordelia told me that her mother was to her somewhat of a heroine for her having become educated against the odds. Cordelia explained with passion and pride, "She was the middle child and the girl and there were boys and girls but *she* was the one who went to school."

Three of the informants said that their mothers were educators and that that had a powerful influence on their career choice and their generativity. They described their mothers as role models for, as Juliet put it, "having left a legacy" through their teaching. A number of the informants also said that their parents held visible leadership positions in organizations such as the PTA, civic groups, church, or work. They told me that observing their parents in those roles and being told that they would follow suit someday, sometimes explicitly, influenced them to become generative leaders. As Desdemona said of her parents, "They both demonstrated that they always tried to give more to the community. They expected that of me, too." An implication of these findings is that generativity may be instilled by a leader's parents at an early age. Further empirical research may be worthwhile to explore more precisely how parents instill generativity in their children.

Three of the informants said that their grandparents influenced their leadership generativity by modeling generative behavior for them and for their parents. They said that their grandparents helped family members and friends in need, left good names in their communities, or modeled public service. As Titania said of her grandfather's influence on her father, "I didn't know my father's parents that much. They lived… [far away] so we only saw them a few times. But I know my father was modeling my grandfather." Similarly, Juliet described in detail what she referred to as an "ethic of caring and helping" that her maternal grandparents modeled for her mother and for her.

Juliet also said of her grandparents, in what seemed to be an afterthought to a story she told, that they had "one of the best marriages I've ever seen." She also pointed out that her grandparents were "not educated people" and "of very modest means." Juliet's observation about her grandparents' marriage lends credence to Erikson's (1950) theory that generativity, while aimed at promoting the greater good, can be beneficial to the generative person. Numerous longitudinal studies, including those by Vaillant (1977) and Snarey (1993), linked generativity to the use of mature coping strategies, such as those that one could argue would be helpful to sustain a marriage. McAdams and his colleagues also found consistently that measures of generativity are positively correlated with self-reports of life satisfaction, self-esteem, and a sense of coherence in life (de St. Aubin & McAdams, 1995; McAdams, Hart, & Maruna, 1998). Cameron (2008) suggested that the hormonal effects of positive relationships have a long-term impact on marriages and can predict "relationship durability" (p. 37). Juliet's observation about her grandparents' generativity and their enviable marriage begs the question of whether and how generativity positively influences marriage, a topic worthy of further consideration and empirical study.

Several informants described teachers or school administrators from their childhoods who they believed influenced their generativity. Desdemona described an elementary school teacher who created a formative experience in which she helped her classmates. Titania remembered the kindness of an elementary school teacher who allowed her to preserve her dignity in a sensitive and potentially embarrassing moment. And Cordelia described a high school administrator, a gifted orator who left a positive legacy. The informants pointed to their teachers' modeling behaviors,

and to a lesser extent, the formative experiences their teachers created for them as generative influences. An implication of these findings is that educators may influence a child to become a generative leader.

Only two informants said that persons from childhood other than a parent, grandparent, or teacher strongly influenced her generativity. Cordelia described her relationship with her mother's friends, women she described as "feisty" generative role models. And Titania said that her older sister, with whom she played a great deal as a child, taught her to be independent, to have strength and bravery, and to face her fears. Titania told me that she believed that these characteristics made her a strong higher education leader and that they were closely allied to her intended higher education leadership legacy. An implication of these findings is that persons other than parents, grandparents, and educators may influence a child to become a generative leader.

An interesting observation about this data was one of omission. The informants did not say that their relationships with members of the clergy influenced their generativity motivation. Yet, several of the informants said that they were actively involved in their religious communities as children. Another interesting observation is that the informants did not describe childhood friends as having had a generative influence. The one possible exception was Portia who said that her high school classmates had a strong ethic of social justice and that they placed high value on doing good in the world. However, Portia attributed that influence more to the time in which she grew up than to particular relationships. An implication of this finding is that some relationships in childhood may influence a child to become a generative leader while others may not. More empirical study is needed to understand more precisely the types of relationships that influence a child to become a generative leader.

Overall, the informants indicated that their childhood relationships, particularly those with their parents, grandparents, and teachers, more strongly influenced their leadership generativity than particular formative experiences of their childhoods. Nonetheless, several of the informants described formative experiences that they believed influenced their leadership generativity motivation. As already described above, Titania believed that her older sister created formative experiences for her, largely by putting her in frightening situations and daring her to overcome her fears. Desdemona told the informant that a teacher provided a formative experience for her to help other students. Juliet pointed to her being a Girl Scout and active in her Sunday school as possible formative experiences. And Ophelia described her work during high school at a summer camp for mentally retarded children as having fostered a desire in her to make a lasting difference in other people's lives. The implication of these findings is that formative experiences, while not perhaps as powerful as relationships, can nonetheless instill generativity in a child.

A most surprising finding from this data came from Titania, who told me that she thought that playing in nature as a child was a formative generative experience. Titania said that witnessing life renewing itself each year and watching things grow around her were powerful generative lessons. From nature, Titania said she learned how important it is to nurture and care for the future. Playing in nature also helped Titania hone the problem-solving skills that she said have proven to be useful to her

in higher education leadership and in her efforts to realize her intended higher education leadership legacy. In light of this data, it was not surprising when Titania suggested that playing in nature would be an excellent way to develop generativity in a child. In her words, a little girl should go outside and play: "Don't just always wear prissy little skirts. That's fun but do tomboy things, too. Get out there and play hard and dirty….You have to be actively involved." Titania suggested that nature may have been a particularly powerful influence on her generativity because she grew up in a very rural environment. The next nearest home to hers was 4 or 5 miles away, she said. That left Titania and her sister a lot of time to play outdoors by themselves. An interesting question emerging from this data is whether and how growing up in rural, suburban, or urban environments influences generativity, another topic for further research. Another implication from these findings is that childhood play may influence generativity.

Only two informants thought that media consumed in childhood influenced their generativity in leadership. Juliet thought that perhaps reading a series of books about fictional nurse Cherry Ames may have inspired her to think generatively. And Titania pointed to several films that she believed influenced her to be creative in all aspects of her life, including her higher education leadership and her generativity. An implication of these findings is that personal relationships and formative experiences may be much stronger generative influences in the lives of children than the media they consume.

The informants all pointed to early supervisors and colleagues in their early adulthood as strong generative influences, some positive and some negative. Among the positive influences were Desdemona's and Titania's paternalistic supervisor from many years ago who gave them a lot of freedom and encouragement. Cordelia described a former supervisor who encouraged her to think of herself as a change agent. And Titania spoke fondly of a colleague from her early career who encouraged her to open herself to new experiences and areas of study. The negative generative influences were several former supervisors who modeled what *not* to do. Desdemona described a former boss as a "twit." Titania told me that a former supervisor banged the desk and couldn't make decisions. And Portia shared a story about a former supervisor who took credit for work he didn't do and another who was what she described as a "bean counter" with a "Napoleon complex." An interesting observation about this data is that the negative generative models in these informants' lives influenced them to become positively generative rather than to follow suit. McAdams (2001) suggested that little is known about the dark side of generativity. An implication of these findings is that the influence of negative generative models on generativity is worthwhile possible topic of further research.

The informants could not describe any media that they believed influenced them in their early adulthoods. Several said that there probably were some books that shaped their thinking along the way but they couldn't think of any titles. A few of the informants mentioned books they read more recently, including Mitch Albom's *Have a Little Faith* and a text one informant read when she participated in a leadership program. However, even in those cases it was difficult for the informants to pinpoint precisely how these works influenced their generativity. These findings

suggest a possible weakness in the research design. The informants could not recall books and films within the context of the face-to-face interviews, even though they thought there probably were some works that influenced their generativity. Having the interview questions in advance did not stimulate them to recall particular titles. An implication of this finding is that using another data collection strategy might have enabled me to collect more data on this topic.

Several of the informants described a need to represent their particular communities as antecedents to their generativity motivation. An African American informant aspired to leaving a higher education leadership legacy that will reflect well on woman and on the African American community. Likewise, an informant who was raised in the Jewish faith said that she intended to leave a higher education leadership legacy that will reflect well on the Jewish people. These findings are consistent with McAdams and de St. Aubin (1992) who concluded that the motivational basis for generativity includes cultural demands. Notably, McAdams and de St. Aubin found that generativity that is motivated by cultural demands is likely to stimulate generative commitments that get translated into generative actions. Therefore, an implication of these findings is that one might predict that the informants described above are likely to take action to realize their intended higher education leadership legacies. Longitudinal studies might shed light on this important topic.

Key Finding 7: The Informants' Leadership Generativity Was Rooted in Their Faith or Spiritualism

Two interesting findings emerged from the data that linked faith and generativity. First, one of the informants said that she described herself as a "servant leader." She told me that she had coined the phrase on her own as an extension of her religious beliefs and her own concept of herself as one who serves others through her higher education leadership. She pointed to Moses as an example of an inspiring servant leader. This informant had neither read nor was influenced by Greenleaf's (1977) theory of servant leadership or more recent works on servant leadership by Zohar and Marshall (2001), Bolden (2004), or other scholars. To her, the term *servant leader* was simply descriptive.

A second finding about the connection between faith and generativity came from an informant who said that she preferred to say that her *spirituality*, and not her *faith*, influenced her leadership. In her words,

> I don't in terms of faith believe in a specific God, an anthropomorphic God. I believe in everything being related. I'm probably closest in definition to a *spiritualist.* I believe there is an infinite consciousness. I believe that one is given direction from energy (I call it the *universe*)…. To me, whether it's somebody's God and somebody's Allah and somebody's Buddha, I've found that in most religions the basic philosophy is about love, about the pureness of love, unconditional….So for faith, my faith in things is about knowing in my gut that I'm trying to get to and come from a place of kindness and unconditional love. And I believe and know that the path I'm on is the right is the direction I'm supposed to go.

This informant's description of her spirituality supports the work of Dehler and Welsch (1994), who claimed that religion is not a required context in defining spirituality

and its relationship to the workplace or to leadership. This informant told me that her spiritual ideals, such as integrity and honesty, affected her leadership success. As Fry (2003) suggested, spiritual leadership theory is inclusive of both religious- and ethics and values-based approaches to leadership, such as the values-based approach described by this informant. Thus, an implication of this finding is that religious, ethics, and values-based approaches to leadership influence generativity.

Research Question 3: What Environmental Factors Facilitate or Inhibit Generativity in Leadership?

Key finding 8 and 9 described the environmental factors that informants believed facilitated or inhibited generativity in leadership.

Key Finding 8: A Purposeful Generative Environment Facilitates Leadership Generativity

McAdams (2001) suggested that institutions, like people, can be more or less generative. All six informants told me that they believed the research site strongly demonstrated generativity. They pointed to the higher education mission as generative and described numerous ways that a college or university promotes future generations of students, faculty, administrators, and other stakeholders.

One of the more interesting generative strategies the informants described at the research site was the president's judicious use of environmental scanning. As Juliet said of the president, "He is able to see trends that are coming along and prepare to meet those needs that aren't even well expressed yet." This finding seemed to be a tailor-made answer to the challenge posed by Myran, Zeiss, and Howdyshell (1995), who called upon higher education leaders to increase their efforts to scan the external environment. The top leadership at this research site positioned the institution to recognize environmental demands even before those demands were obvious to everyone else, the informants said. The timing was critical, as the scanning was completed while there was still time to act upon those demands and to channel the institution's available resources accordingly. Myran et al. (1995) predicted that an institution of higher learning that increased its efforts to scan the external environment would be able to succeed, even in turbulent times. The informants told me that they believed that that was the case at the research site. They linked environmental scanning to their observation that no jobs had been cut at the institution, despite the downturn in the economy. Other institutions in the state had not been as fortunate as this research site, they told me. Thus, being highly generative, in this case, turned out to be a smart move that safeguarded the financial stability of the institution. It is interesting to consider this finding in light of Erikson's (1950) emphasis on generativity being beneficial to the generative person. An implication of this finding is that generativity may be beneficial to the generative institution as well as to the generative individual.

Another salient finding in the data about the research site is that it was taking steps to develop future leaders from within the college. Several of the informants described a new in-house leadership development program. Desdemona also described the work of the research site's Professional Development Committee to develop a leadership succession plan. She told me that the research site anticipated that a significant number of its leaders would be retiring in the coming years. It was taking steps now, she said, to ensure that new leaders would be developed and prepared when that happens. Thus, the informants reported that the research site's generativity had a wide scope that included the community and the students it served, and also, its own faculty, administration, and leadership staff.

Most of the informants described the environment at any college or university as supportive of leadership generativity when it gives leaders the freedom and encouragement they need to be generative. In their words, the institution that served as the research site for my study was "open to new ideas and proposals," and "encouraging thinking outside the box." The informants also said they received reinforcement and encouragement to be generative from faculty members and colleagues who told them that their leadership was making a difference. As Desdemona said, that kind of reinforcement was powerful because it made her "want to run on that treadmill again." An implication of this finding is that a higher education culture of freedom and reinforcement may develop and reinforce leadership generativity motivation.

An outlier in this data was Ophelia, who did *not* believe that the research site motivated or supported her leadership generativity. In Ophelia's words, "I think the upper administration looks at it [her position and the project she's working on] as a necessary evil. It's a priority only because it has to be." It is interesting to note that Ophelia said that she was fostered more in her previous leadership position, a more visible and well-known role at the college. Ophelia told me that she believed that she has gotten short shrift, in a manner of speaking, because she is attempting to carve out a new leadership role that has not existed before at the college and that is not yet well understood. An implication of this finding is that further study of higher education leaders in new and unique positions of leadership may bring better understanding to whether Ophelia's data is idiosyncratic or indicative of a more widespread problem.

The data also suggested that ceremonies such as retirement ceremonies, service awards, and graduation motivated and reinforced the informants' leadership generativity. An implication of this finding is that higher education rituals and ceremonies may motivate generativity in leadership.

The informants suggested that the freedom to create new programs and policies was extremely important to their generativity motivation. They also thought that a college or university that has the support of the community will garner more support for its leaders that can be channeled into fostering generativity in leadership. An implication of these findings is that colleges and universities may be able to develop generativity in leadership by giving their leaders freedom and community support to create new programs and policies.

Some of the informants suggested additional higher education programs and policies that they believed could develop and support generativity in leadership. For example, Desdemona suggested that a college or university can encourage its leaders explicitly to leave leadership legacies. Then, it can encourage dialogue and sharing,

she said. Ophelia, similarly, envisioned a "think tank" for higher education leadership legacies. It is interesting to note that the research site's Center for Teaching Excellence was forming a new learning community to focus on legacies at the time of my study. The kick-off meeting for this new initiative attracted 45 participants, leading the director of the Center for Teaching Excellence to conclude that there was significant interest in legacies among the college's faculty and administrative staff (Director, Center for Teaching Excellence, personal communication, January 13, 2010). An important implication of this finding is that colleges and universities may be able to develop leadership generativity through legacy learning communities and similar programs that facilitate and encourage dialogue.

The informants particularly believed that a mentoring program could develop leadership generativity in future higher education leaders. I observed, in addition, that informal mentoring roles meant a great deal to the informants in my study and that mentoring also motivated the informants' leadership generativity. An implication of this finding is that formal mentoring programs at a college or university may develop generativity in leadership both in future higher education leaders and in the institution's existing leaders, who would serve as mentors.

Key Finding 9: Competing Demands on Leaders' Time Inhibit Their Leadership Generativity

The informants told me that scarce resources and work overload presented their biggest generativity challenges. Several said they wished they had another staff member who could relieve them of some of their duties. The informants described other obstacles to their leadership generativity that included the long time it takes to effect change, the "ponderous" bureaucracy, lack of communication, and the negativity of some individuals, who one informant described as the college's "Eeyores." Nonetheless, the informants did not believe that any of these obstacles were insurmountable. They all had confidence that they would eventually overcome these obstacles and realize their intended higher education leadership legacies, in all or at least in part. It is interesting to note that despite these obstacles, the informants did not experience what Snarey (1993) called *generative chill*. There are two implications of this finding. First, it may be that a supportive higher education environment can encourage and help leaders overcome challenges to their leadership generativity. Second, positive leadership may enable leaders to remain confident and optimistic as they face challenges to their leadership generativity.

Eight Working Hypotheses

Cronbach (1975) suggested that generalizations decay in time and therefore, should not be the aim of social science research. He proposed that working hypotheses replace the notion of generalizations in social science research. Guba and Lincoln

(1981) likewise advocated the use of working hypotheses rather than generalizations in qualitative research. Furthermore, Merriam (1998) suggested that case studies can lead to working hypotheses that may offer "some guidance in making choices" (p. 209).

I formulated eight working hypotheses from the key and secondary findings of my study and their practical implications. These are summarized below:

1. Generativity, considered by Erikson (1950) and the researchers who followed him to be a midlife phenomenon, is instilled in an individual at an early age.
2. Colleges and universities seeking to develop generative leaders will be effective if they target leadership generativity development programs and policies to individuals who had generativity instilled in them in their childhoods and early adulthoods.
3. Colleges and universities can motivate and foster leadership generativity by recognizing and preserving the leadership legacies of the leaders who came before and those who are about to leave the institution.
4. Higher education leadership generativity development policies and programs will achieve the best results if there is genuine commitment to those policies and programs from the institution's president and other top-ranking leaders.
5. Colleges and universities can develop leadership generativity by creating and administering a mentorship program.
6. Colleges and universities can motivate and nurture leadership generativity by addressing the topic explicitly in their leadership development programs.
7. Colleges and universities can encourage more dialogue about leadership generativity and nurture legacies through the formation of legacy learning communities.
8. Colleges and universities can develop their leaders' generative capabilities through the use of leadership coaching.

These eight working hypotheses may offer some guidance to colleges and universities in making choices as they seek to develop leadership generativity through their programs and policies.

Emergent Theoretical Framework for Developing Leadership Generativity

The overarching practical implications of my study's nine key findings, secondary findings, and eight working hypotheses are that higher education leadership generativity is learned through modeling behaviors, formative experiences, and explicit instruction and that colleges and universities can create programs and policies to develop generative leaders. A theoretical framework emerged from my study to provide a model colleges and universities can use for developing leadership generativity. This framework is illustrated in Fig. 5.1. A discussion follows of the framework's supports, structures, and content.

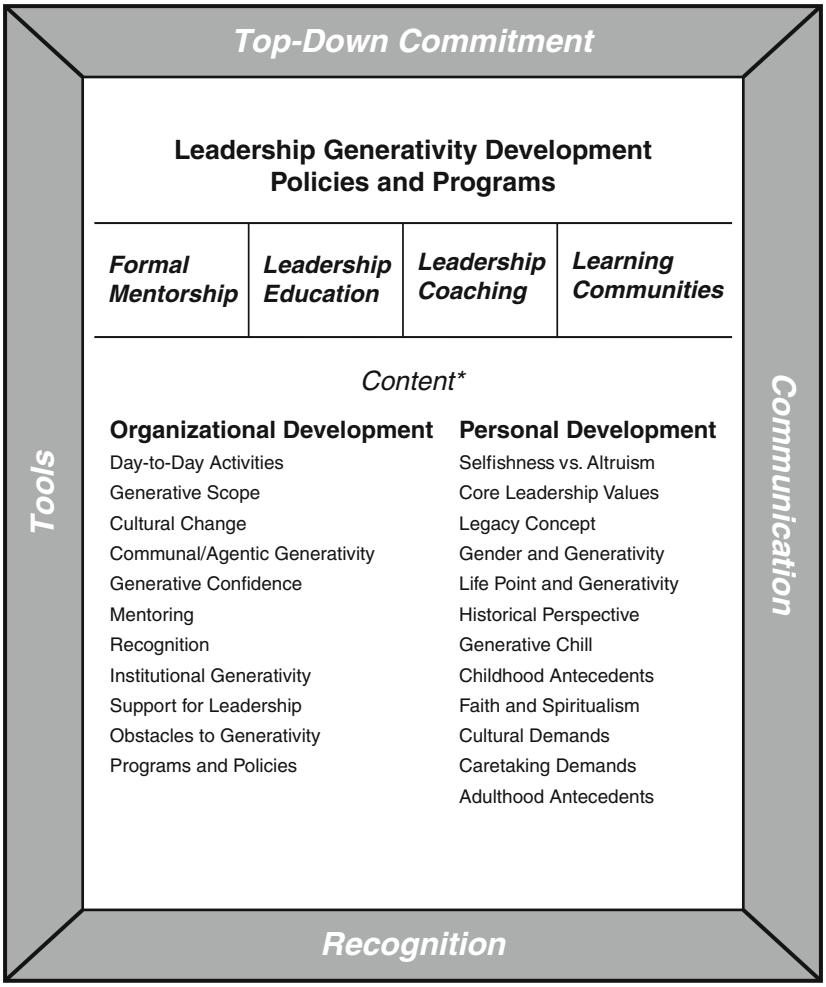

Fig. 5.1 Theoretical framework for developing higher education leadership generativity (Colleges and universities seeking to develop leadership generativity can use this framework to establish policies and programs. The four supports necessary for leadership generativity are depicted on the outer edge of the framework)

Supports Needed for Higher Education Leadership Generativity Programs and Policies

My study's nine key findings, secondary findings, and eight working hypotheses suggest four supports that are essential to the success of higher education leadership generativity development programs and policies. These supports, placed on the outside edge of the theoretical framework model, are *tools, top-down commitment,*

communication, and *recognition.* They are of equal weight and importance in the model and create the strong, supportive, and sturdy frame that is necessary for higher education leadership generativity. Without this supportive frame, the college's or university's leadership generativity development efforts will have nothing to hold them together and may not succeed.

Financial resources are an essential supporting tool for a college or university that seeks to develop generativity in leadership. The informants suggested that using resources to hire additional staff to assist them would free them up so they can focus more attention on their leadership generativity. Innovation money, cash awards, and other funding programs may also support leadership generativity initiatives. As well, colleges and universities may need to devote funds to the development and administration of their leadership generativity programs.

Leadership generativity assessment tools may also be useful for colleges and universities to identify candidates for leadership generativity development programs. The informants described many ways that their leadership generativity was developed, shaped, and nurtured in their childhoods through the influence of their parents, grandparents, teachers, siblings, friends, communities, faith, formative experiences, influential leadership legacies, and what was going on in the world around them. The data suggested that the informants came into their adulthoods with generativity already on board. Then, in their early adulthoods, the informants' leadership generativity was further developed by professors, advisors, media, supervisors, colleagues, cultural demands, motherhood, and exposure both to positive and negative higher education leadership legacies. A working hypothesis of my study is that generativity, considered by Erikson (1950) and the researchers who followed him to be a midlife phenomenon, is instilled in an individual at an early age. All six of the informants, who were generative higher education leaders, pointed to numerous generative influences that occurred long before they became leaders at the research site. The informants believed that their leadership generativity grew out of the generative influences of their childhoods and early adulthoods. Another working hypothesis stemmed from the first and is that colleges and universities seeking to develop generative leaders will be effective if they target programs to individuals who are, at least to some extent, already generative. As one informant said, "I think that a lot of who you are is shaped so early in your life." We do not know whether it is possible to develop generativity in an individual in midlife who is not already generative. That is a topic for further research. However, an implication of my study is that women who are already generative can become generative higher education leaders when they are in midlife. Assessment tools would enable colleges and universities to identify individuals who are already generative so they can become candidates for leadership generativity development programs. The development of such tools could be another worthwhile topic for further research.

Top-down support is also needed for higher education leadership generativity development programs. The informants told me that if the president and other high-level administrators at the research site provide top-down support for an initiative, then it happens. A salient finding from the data was that one of the informants believed that she did not have support from above in large part because her unique

leadership position was created in response to a mandate from outside of the college. She said that the research site's administration considered her position to be a "necessary evil." The data suggest that higher education leadership generativity development programs and policies will achieve the best results if there is genuine commitment to those programs and policies from the institution's president and other top-ranking leaders. That would mean that the highest-level leaders at the institution would have to model generativity in leadership and provide public support for the leadership generativity initiatives at their college or university.

Communication, another needed support, goes hand-in-hand with top-level administrative support. The informants shared with me several communication tools at the research site including an internal newsletter, flyers for new programs, memoranda, and email communiqués. They also described the importance of the research site's website as a communication tool. These and other communication channels can be used to support and publicize new leadership generativity development policies and programs and the accomplishments of generative higher education leaders.

Recognition, the fourth support in the theoretical framework, is also essential for higher education leadership generativity development programs. A salient finding from the data is that the informants thought that recognition ceremonies at the research site were important. The data suggest that a college or university can motivate and foster generativity in leadership by recognizing and preserving the leadership legacies of the leaders who came before and those who are about to leave the institution. Ceremonies for retirements, eulogies, and awards were all described as being strong leadership generativity motivators. Colleges and universities can use ceremonies and other programs to recognize and preserve leadership legacies. For instance, a college or university can use its communication channels, such as in-house newsletters and memoranda, to describe and recognize leadership legacies. It can also seek publicity outside the institution in the community to promote leadership legacies. Such publicity can also help garner the community support that the informants said that a higher education leader would need to realize an intended leadership legacy. And, while the higher education leaders in my study said that they do not seek to have buildings named for them, colleges and universities can name not only buildings but wings, rooms, programs, scholarships, and other entities for its leaders to honor, recognize, and preserve their higher education leadership legacies. They can also use installations such as wall plaques, trophy cases, and photo galleries on the college or university campus to recognize, publicize, and preserve their leaders' enduring legacies.

Structures of Leadership Generativity Development Programs

My study's nine key findings, secondary findings, and eight working hypotheses suggest four structures for higher education leadership generativity development programs and policies. These are *formal mentorship programs, leadership development*

programs, leadership coaching, and *learning communities*. These four structures are placed inside the frame of the theoretical framework. They appear in boxes of equal size to indicate that a college or university can develop generativity in leadership by creating programs in one or all of these categories.

Formal mentorship was the policy and program structure for developing leadership generativity that the informants suggested most often. This finding led to a working hypothesis that colleges and universities can develop leadership generativity by creating and administering a mentorship program. All six informants believed strongly in the value of mentoring as a means to developing leadership generativity in others. An interesting secondary finding of my study was that none of the informants believed that they had been mentored but all of them informally mentor younger members of the faculty and the college's administrative staff. One of the secondary sources, who described herself as one of the informant's mentees, described the mentoring relationship as influential to her generativity motivation.

Leadership education was another possible structure of a college's or university's leadership generativity development policies and programs that the informants mentioned. This finding led to the working hypothesis that a college or university can motivate and nurture leadership generativity by addressing the topic explicitly in its leadership development programs. The informants described a new leadership development program at the research site as a possible way to develop generativity in leadership. They also described leadership education they had taken though their state association of colleges. One of the informants also described a summer leadership development program that she participated in at a university.

Leadership coaching was another possible structure of a college's or university's leadership generativity development policies and programs. The informants described numerous capabilities that they believed a higher education leader would need to realize an intended leadership legacy. These capabilities included vision, perseverance, creativity, flexibility, communication skills, patience, an ethic of hard work, and sensitivity to diversity. According to Stern (2008), leadership coaching is "a development process that builds a leader's or would-be leader's capabilities to achieve professional and organizational goals" (p. 3). These findings led to a working hypothesis that colleges and universities can develop their leaders' generative capabilities through the use of leadership coaching. Stern (2008) suggested, "The coach, individuals being coached, and their organizations work in partnership to help achieve the agreed upon goals of the coaching" (p. 3). Therefore, a higher education leadership generativity development coaching program would be reliant upon the institution, leader, and coach sharing the common goal of developing and nurturing generativity in leadership.

Finally, the informants described learning communities as another possible structure for leadership generativity development policies and programs. This finding led to a working hypothesis that colleges and universities can encourage more dialogue about leadership generativity and nurture leadership generativity through the formation of legacy learning communities. The Center for Teaching Excellence at the research site was on the brink of starting a new learning community about legacies at the time of my study. The response to this new community was significant as 45 members of the faculty and staff attended the initial meeting.

Content of Leadership Generativity Development Programs

My study's nine key findings, secondary findings, and eight working hypotheses suggest numerous topics for the content of higher education leadership generativity development programs. The content box that appears in the theoretical framework below the program and policy categories can be applied to any category of program or policy. The content is separated into two categories and can be linked to programmatic goals. *Organizational development* content focuses achieving leadership generativity by developing the leader's role at the institution, the college or university itself, and the community the institution serves. *Personal development* content, on the other hand, focuses on achieving leadership generativity by developing the core capabilities higher education leaders need to be generative.

Tables 5.1 and 5.2 below list 24 possible topics for the content of leadership generativity development programs, the findings from my study that support each topic, and the practical focus of the content for program participants. Program content is presented as topics related to organizational development (Table 5.1) and to participants' personal development (Table 5.2).

Table 5.1 describes 11 organizational development topics, study findings, and focus questions for higher education leadership generativity development programs.

Table 5.2 describes 13 personal development topics, study findings, and focus questions for higher education leadership generativity development programs.

Further Implications of My Study

Perspectives from the female higher education leaders in midlife who took part in my study suggest that generativity is learned and that colleges and universities can develop generativity in leadership. The key findings of my study, their practical implications, the eight working hypotheses, and the emergent theoretical framework provide greater understanding of and a model for what colleges and universities can do to develop, nurture, foster, motivate, and sustain generativity in leadership.

My study has implications for generative institutions in addition to colleges and universities. For example, higher education leaders themselves, and those who aspire to leadership, can also use my study to understand the role generativity plays in higher education leadership and the ways that leaders can be influenced to be generative. Leadership coaches and individuals who develop leadership programs can use my study to learn more about the nature of generativity in leadership and to develop leadership generativity in their clients. Women's study scholars, social scientists, leadership scholars, and midlife theorists can also use my study to understand how generativity manifests itself particularly among women leaders in later midlife. As well, anyone who touches the life of a child or a young adult may find my study to be helpful in understanding the influence their own generative models and formative experiences may have on the leadership generativity of future generations.

Table 5.1 Organizational development content for leadership generativity development programs

Topic	Finding	Focus
Day-to-day activities	The informants' daily activities and responsibilities at the local level constituted their leadership generativity.	How does generativity extend from participants' daily leadership activities?
Generative scope	The scope of informants' higher education leadership generativity was limited to institution that employs them and the community it immediately serves.	What is the scope of participants' intended leadership generativity both inside and outside of the college or university?
Culture change	The informants seek to ensure their higher education leadership generativity through *cultural generativity*, described by Kotre (1984) as what occurs when the generative objects are the culture itself. The informants seek to change the culture at their higher education by creating teams, programs, systems, and policies; mentoring and developing individuals; building relationships and ways of relating; and instilling values in others.	What are the specific cultural objects at the college or university through which participants can realize their generativity? Precisely how and why do participants seek to change the culture at their colleges or universities? How do they define that change?
Communal vs. agentic	The informants plan to realize both their agentic and communal leadership generativity communally. This finding is consistent with Kotre (1984), who predicted that men express more agentic aspects of generativity while women may show more communal manifestations.	What are the participants' communal and agentic leadership generativity goals? How do the participants balance those goals?
Generative confidence	The informants said that cultural generativity is particularly attractive for higher education leaders because they believed that colleges and universities are large, complex institutions where culture is difficult to change. The informants confidently suggested that if a higher education leader perseveres, she will eventually succeed in changing the culture at a college or university, and that that culture change is likely to endure.	What can colleges and universities do to support and boost the participants' generative confidence?

Mentoring	None of the informants believed that they were mentored. Yet they all served or are serving as informal mentors to younger faculty and administrators at the research site and believed that mentoring can develop generativity in future higher education leaders.	How do mentoring and being mentored influence participants' leadership generativity?
Recognition	The research site's ceremonies that honor, respect, and acknowledge the leadership legacies others leave behind strongly motivated leadership generativity in at least one informant. The informants also said that attending graduation strongly motivated and reinforced their leadership generativity.	How do recognition and graduation ceremonies influence participants' leadership generativity?
Institutional generativity	The informants believed that the research site is a highly generative institution. They linked the institution's generativity to the president's use of environmental scanning to recognize environmental demands and to be proactive in meeting community needs. They also believed that the research site was highly generative because of several initiatives it was taking to develop future leaders.	How does the college or university's institutional generativity influence participants' leadership generativity?
Support for leadership	Most of the informants believed that the research site supported their leadership generativity by providing a flexible, encouraging environment that was open to new ideas.	How does the college or university foster participants' leadership generativity through its support of its leaders?
Obstacles to generativity	Informants cited a lack of time and resources as the biggest obstacles to their leadership generativity. Other obstacles they cited included the "ponderous" bureaucracy at the research site, lack of communication, and the negativity of some individuals.	What are the obstacles to participants' leadership generativity at the college or university? What strategies can participants employ to overcome those obstacles?
Programs and policies	Informants suggested that formal programs such as a think tank or learning community can motivate and foster leadership generativity at a college or university. They also believed that a college's or university's policies can motivate leadership generativity.	What existing and future institutional programs and policies can support participants' leadership generativity?

Table 5.2 Personal development content for leadership generativity development programs

Topic	Finding	Focus
Selfishness vs. altruism	One of the informants suggested that even her most seemingly altruistic higher education leadership generativity may be rooted in selfishness. This finding is consistent with McAdams (2001) who said that generativity "can be a curious blend of narcissism and altruism" (p. 405).	What drives participants' leadership generativity? Are their motives altruistic, selfish, or a combination of the two?
Core leadership values	The informants' core leadership values were *honesty, working well with others, accessibility, communication,* and *leadership presence.* These values are consistent with several leadership theories including servant leadership, positive leadership, and spiritual leadership (Greenleaf, 1977; Luthans and Avolio, 2003; Reave, 2005). They are also consistent with Astin and Leland's (1991) concept of leadership that is achieved through empowerment and collective action.	What are participants' core leadership values? How do those values influence their leadership generativity?
Legacy concept	The informants' defined the term *higher education leadership legacy* as a positive legacy. Yet the informants could point very easily to examples of negative higher education leadership legacies they had experienced or witnessed.	How do the participants define *higher education leadership legacy*? What do they want their leadership legacies to be?
Gender and generativity	The informants believed that being a woman strongly influenced their leadership generativity. They linked their leadership generativity to a strong desire to nurture and care for others, a characteristic they described as largely female. Informants also thought that as women, they were more likely to use collaboration to realize their leadership generativity and described collaboration as a female characteristic. As women, the informants also thought that they were accustomed to confronting roadblocks, likely to build relationships, prone to being transparent, and drawn to certain helping careers such as teaching and counseling.	How does the participants' gender influence their leadership generativity?
Life point and generativity	The informants' believed that being in midlife strongly influenced their leadership generativity. They said that their generativity has changed significantly over the past 15–20 years. In younger days, the informants reported having no generativity concept or one that was aimed at affecting change in a relatively small number of individuals, such as the students they taught or counseled. In midlife, their generativity motivations were stronger and had broader implications that will influence significantly larger numbers of people at the research site and in the community.	How does the participants' life point influence their leadership generativity?
Historical perspective	Leadership generativity may be a function of being in a particular moment in history. The informants reported that being raised in the 1960s influenced their choice of career and their higher education leadership generativity. They attributed their passion for social justice and "opening the door for others" to growing up in that time.	How did growing up when the participants did influence their leadership generativity?

Generative chill	The informants were confident that they will achieve all of most of their intended higher education leadership legacies. They did not experience *generative chill*, which Snarey (1993) described as the anxiety and dread that becomes increasingly salient as one navigates through midlife, caused by a threatened loss of one's generative products. One possible explanation is that the informants may perceive their leadership generativity as only one component of a larger life legacy, which includes, among other things, their biological and parental generativity.	Do participants experience anxiety or dread when they consider a threatened loss of their generative products? How does leadership generativity fit in with their life generativity?
Childhood antecedents	Antecedents to leadership generativity from the informants' childhoods were their parents, grandparents, teachers and administrators, other relationships, formative experiences, faith, media, and growing up in the 1960s. Parents and grandparents had the strongest influence by modeling and explicitly teaching the informants to be generative and to step into leadership roles.	What are the participants' childhood antecedents to their leadership generativity?
Early adulthood antecedents	Antecedents to leadership generativity from the informants' early adulthood were professors and advisors, supervisors and colleagues, leadership legacies, media, cultural demands, and motherhood.	What are the participants' early adulthood antecedents to their leadership generativity?
Faith	Some of the informants reported strong connections between their faith and generativity. This finding supports Dollahite, Slife, and Hawkin's (1998) work that linked generativity to religiously-based ethical codes.	What religiously-based ethical codes influence participants' leadership generativity?
Spiritualism	One informant defined herself as a *spiritualist* leader. This finding echoes the work of Dehler and Welsch (1994), who claimed that religion is not a required context in defining spirituality and its relationship to the workplace or to leadership. This informant reported spiritual leadership ideals, such as integrity and honesty, a finding consistent with Fry (2003), who suggested that spiritual leadership theory takes a values-based approach and is inclusive of both religious- and ethics-and-values-based approaches to leadership	How do participants' ethics and values-based approaches to leadership influence their leadership generativity?
Cultural demands	Higher education leadership generativity was motivated by cultural demands for at least two informants. An African American informant and an informant who said she was raised as Jewish reported that they wish to leave higher education leadership legacies that reflect well on women and on African American and Jewish people respectively.	How does the need to represent others from a culture influence participants' leadership generativity?
Caretaking demands	Female higher education leaders in midlife are not always free of the familial caretaker roles that Gutmann (1987) described as the characteristic of younger women. At least one informant had significant responsibilities to nurture and care for a young child at home. Female higher education leaders in midlife may be caretakers of their own children, grandchildren, aging parents, boomerang adult children, infirmed spouses, or other individuals.	How do participants' caretaking demands influence their leadership generativity?

The salient implications of my study are that generativity is a characteristic that is (a) an important aspect of leadership, (b) influenced by gender, (c) highly developed in midlife, (d) desirable in higher education leaders, (e) influenced by childhood and early adulthood models and experiences, (f) teachable, and (g) learnable. I hope that that my study encourages higher education leaders to develop generativity in themselves and others. I also hope that my study stimulates colleges, universities, and other generative institutions to develop leadership generativity development programs and policies.

Strengths and Limitations

The following section will discuss my study's strengths and limitations in each major stage of my study's development, implementation, and analysis. The critique of my study below is presented in following categories: *theoretical framework, sample size and sample selection, instrumentation, data collection, data analysis,* and *additional strengths and limitations.*

Theoretical Framework

The strength of using Erikson's (1950, 1963, 1964, 1969) theory of generativity as a theoretical framework was its usefulness in gaining a better understanding of the female higher education leaders in midlife who were the informants in my study. Additionally, Astin and Leland's (1991) concept of leadership that is achieved through empowerment and collective action proved to be a useful theoretical framework for my study, particularly as it provided a theoretical context for the informants' core leadership values and collaborative leadership styles.

A limitation of using Erikson's (1950, 1963, 1964, 1969) theory of generativity as a theoretical framework for my study was that it did not specifically address whether and how generativity manifests itself differently in women and in men. A review of Erikson's work suggested that he assumed that generativity is a universal experience. He did not account for the ways in which gender influences generativity. It is reasonable to assume that women more often expressed their generativity through parenting than through their leadership in 1950 when Erikson first posited his theory of generativity because of the limited number of leadership opportunities available to women at that time. Erikson may have assumed in 1950 that men had greater opportunities than women to strive for and realize their generativity through their leadership. However, in the decades following Erikson, a great number of women have assumed leadership roles (Bunch, 1991). The generativity researchers and theorists who followed Erikson addressed specifically generativity in women, including non-biological generativity women achieve through their products, work, community involvement, and leadership. These researchers and theorists in personality

and life-span development include McAdams and de St. Aubin (1992), Peterson and Klohnen (1995) Peterson and Stewart (1996), Stewart and Vandewater (1998), and McAdams (2001).

Sample Size and Sample Selection

A strength of my study's sample size and selection was that six qualified female higher education leaders in midlife agreed to serve as my study's informants. They were all top leaders of their organization with little time to spare. Yet, they were generous with their time and all six of them supplied documents, invited secondary sources to be interviewed, and completed my study.

A limitation of the sample selection was that the pool of applicants from which to select informants was only slightly larger than the number of informants needed in my study. One explanation for the small pool is that my research design called for leaders with a minimum of 20 years of experience in higher education. This criterion eliminated several volunteers from consideration for my study and severely limited the size of the pool of candidates from which to select informants. In retrospect, I believe more volunteers could have been considered for participation in my study and the pool expanded if the criterion had been lowered to 15 years of higher education experience.

Instrumentation

Two more strengths of my study were the design and use of the interview guides and the post-interview reviews. These tools were used rigorously and could be replicated for future studies with the expectation of accessing similar information.

A limitation of my study is that the instrumentation did not ask informants specifically to describe the generative influences of being a mother or growing up in the 1960s. These two themes emerged from the data. In retrospect, I would have altered the informants' interview guide to include specific questions about whether and how informants believe that motherhood and growing up in the 1960s influenced their leadership generativity. A further limitation of the instrumentation was that the interview questions regarding media and public figures that influenced informants' generativity did not elicit much data. The informants said that they believed that media and public figures had influenced them but could not think of many specific examples within the context of the interviews. In hindsight, I believe that a written instrument provided to informants with questions specifically about the media and public figures that influenced their generativity might have focused their attention and time to those questions better and yielded more data. Furthermore, one of the peer debriefers suggested that asking questions specifically about the informants' birth order might have yielded worthwhile data. This debriefer wondered whether

being an only child or the eldest child in a family influences generativity. These are characteristics are linked to leadership more broadly, this debriefer said, and may be another area for further research.

Data Collection

There were several strengths of my data collection phase of my study. The greatest of these was my ability to establish rapport with the informants and to create an interview environment of trust. The informants shared their experiences and thoughts freely with me and in so doing, revealed a great deal about themselves and their leadership generativity. Another strength of the data collection was my efforts to protect the confidentiality of the informants. Several informants said that they were willing to share sensitive information only because they perceived a cloak of confidentiality. My skill as an interviewer also proved to be a strength of the data collection as I was able to probe and ask follow up questions when needed to elicit more and better responses to my questions. Another strength of the data collection was that I was a woman who has a great deal in common with my informants. Several of the informants said they felt comfortable sharing their thoughts with me particularly because I, too, was a woman in midlife who had experience as a leader in higher education. A further strength of the data collection was that I interviewed each informant twice. The second interviews built upon the trust established at the first interviews. Informants generally opened up more to me at the second interviews. Finally, the secondary source interviews proved to be a strength of the data collection process. They provided both corroborating and new data that gave me a wider lens for understanding the informants' core leadership values, intended higher education leadership legacies, and mentoring roles.

A limitation of the data collection phase was my inability to collect a large number of documents from each informant for document analysis. At the outset of my study, I had hoped to collect a greater number of documents. Relatively few documents were provided and even fewer were found during my library and online searches. Yin (2003a) advocated eliminating document analysis in a case such as this, asserting that there should be a wealth of documents used when conducting document analyses. Following Yin (2003a), I considered document data only as a contextual framework and support of the much greater quantity of data collected through the informant and secondary source interviews. Nonetheless, I believe that the in-depth interviews and the documents collected provided sufficient data to analyze for the purposes of my study.

Data Analysis

A major strength of the data analysis was the deliberate and organized analysis process that I planned and implemented. The specific methods prescribed for the

within-case and cross-case analyses were well-documented, employed rigorously, and could be replicated in future studies. Another strength of the data analysis was that I collected and analyzed the data within a 4-month period and that I made this work my full-time occupation during that time. The compressed time and the intensity of this work enabled me to recall data details with great accuracy, which aided my analysis. I was able to remember not only what each informant said but also the subtleties of vocal inflection, facial expressions, and setting.

A critique of the data analysis was that I had to make several time-consuming passes through the data to create and refine the start list of codes. I believe that a more experienced qualitative researcher could have compressed the amount of time required for this step in the analysis process. In the end, though, the start code list proved to be an extremely useful tool for identifying patterns and themes in the data.

Additional Strengths and Limitations

An additional strength of my study was my choice of methodology. A multiple case study was appropriate for the research questions and yielded an abundance of useful data and data saturation. The emerging framework was another strength of my study in its potential to guide future higher education research and practice on leadership generativity. The emerging framework is a direct outgrowth of the informants' experiences and perceptions and puts shape and direction to a complex process.

An additional limitation of my study was that it was not longitudinal. I attempted to capture the informants' perceptions of what influenced their generativity in their childhoods and early adult years. I also tried to understand how the informants' intended higher education leadership legacies had changed over the past 15–20 years. The informants reflected on these questions retrospectively and shared stories and perceptions about their pasts. However, the data regarding generative influences and changes would have been more robust if they were observed in the same informants over time. Similarly, one of the peer debriefers suggested conducting a longitudinal study that compares informants' perceptions of their leadership generativity with the perceptions of people at the institution in the future. According to that debriefer, "It would be useful to know whether higher education leaders who think right now that they are generative really turn out to be. Their intentions and motivations to leave legacies of their leadership are one thing. The future may prove that reality is quite another." Another peer debriefer also suggested that more research may be useful in understanding how a leader's higher education leadership legacy fits in with his or her overall life legacy, a topic that emerged from my study's findings.

Recommendations for Further Research

The findings and limitations of my study suggest several directions for future research in two categories: research design and research topics.

Research Design

Several recommendations for future research design emerged from my study. Researchers are encouraged to explore the usefulness of the new conceptual framework on developing higher education leadership generativity. This construct should be discussed, tested, and assessed by leadership and generativity scholars to determine its validity. Furthermore, this was a multiple case study of six informants at one institution. More female higher education leaders in midlife at more institutions should be interviewed and the data collected compared with the data from my study.

I also recommend altering the selection criteria for informants for future studies on this topic to require 15 and not 20 years of experience in higher education. This alteration would open up a much wider pool of prospective informants. It would also be interesting to ask the same kinds of questions to male higher education leaders in midlife and to younger higher education leaders to compare the data. As well, populations can be selected to isolate particular variables among female higher education leaders in midlife such as how motherhood, race, or religion influence leadership generativity. Varying the selection criteria for study may provide greater insights into the impact of generativity on the leadership practices of female higher education leaders and other groups and subgroups, and may lead to fruitful comparisons.

Longitudinal studies of informants over the course of their careers in higher education can provide robust data about their changing generativity perceptions over time. As well, a mixed-method study should be conducted about the nature, antecedents, and support of generativity in female higher education leaders in midlife. More data may be captured from more female higher education leaders in midlife by analyzing data from both interviews and surveys. The surveys can ask for demographic background information and closed-ended responses and be analyzed quantitatively.

Future Research Questions

Below are eight future research questions that expand upon the findings of this multiple case study.

1. What are the nature, antecedents, and support of generativity in male higher education leaders in midlife?
2. What is the role of negative role models in leadership generativity?
3. How do familial responsibilities influence leadership generativity, particularly among women in midlife who are in active caretaking roles at home?
4. Do colleges and universities foster and support leadership generativity in leaders who are in unique positions of leadership to the same degree that they foster and support leadership generativity among leaders in more conventional leadership positions?

5. What is the influence of formal and informal mentoring initiatives on higher education leadership generativity?
6. What are the roles of ritual and ceremony in higher education leadership generativity motivation?
7. Do higher education leaders achieve their intended legacies?
8. How does experience working outside of higher education shape a higher education leader's generativity perceptions?

Exercise: Supporting a Leadership Generativity Program at Your College or University

This study's theoretical framework for developing higher education leadership generativity relies upon four supports: *top-down commitment, recognition, communication,* and *tools.* Consider your higher education institution. How can it develop and foster leadership generativity through each of these supports?

Top-down commitment:

- Who are the key administrators at your college or university – the individuals others consider to be the institution's top leaders?
- What do you believe are the attitudes of those individuals right now about developing the generativity of your institution's current and future leaders?
- What are some ways that your college or university's top leaders can learn about the importance of developing leadership generativity?
- How can your college's or university's top leaders demonstrate to others their support for leadership generativity initiatives?

Recognition:

- How does your college or university currently recognize the legacies of its current and former leaders?
- Does your college or university employ rituals, ceremonies, memorial services, or awards to celebrate the achievements of its current and past leaders?
- Are there places on campus where names and achievements of current and former leaders are showcased? Are buildings, wings of buildings, rooms, programs, scholarships, or other entities named for campus leaders to honor, recognize, and preserve their leadership legacies?
- What else could your college or university do that it is not currently doing to recognize and preserve the legacies of its leaders?

Communication:

- Does your college or university employ any media such as newsletters, flyers, email communiqués, or in-house memoranda to describe and recognize the legacies of its current and past leaders?

- Does your college's or university's website develop and/or foster leadership legacies of current or past leaders? If so, how?
- Does your college or university publicize its leadership legacies through press releases, press conferences, and other initiatives involving local media?
- Does your institution use its own television or radio broadcasting media to promote and foster leadership legacies?
- What communication tools can your college or university use that it is not now using to develop and foster leadership legacies?

Tools:

- Does your college or university identify individuals who are candidates for leadership generativity development programs? If so, how?
- What financial resources are available at your college or university to develop generativity in leadership? For example, might funds be available to develop and administer a leadership generativity program? If so, how could you procure those funds? How large a financial resource may be available? Can you apply for and possibly win a grant for this purpose?
- Would your college or university be able to develop and administer a leadership generativity assessment tool to its current and prospective leaders? If so, how would your college or university develop and administer such a tool?
- What kinds of continuing education programs and funds are currently available to the employees at your college or university? Could those programs or could some part of those funds be used to develop and foster leadership generativity? If so, how?
- What additional tools might you be able to use to develop and foster leadership generativity at your college or university?

Chapter 6
Tools for Crafting a Leader's Higher Education Leadership Legacy

By this point, I hope that my research study and its findings have motivated you to become a legacy thinker. Specifically, that would mean that you would want to:

- Clarify and articulate your intended professional legacy.
- Take steps right now to ensure that your intended professional legacy becomes a reality someday.
- Value, reinforce, and become the steward of the professional legacies of others.
- Seek opportunities to develop and foster the generativity of others at your college or university.

If you are a higher education leader, you may be wondering how, specifically, you can shape and execute a lasting legacy of your own leadership. Or, if you are in a position to mentor, train, or otherwise develop higher education leaders, you may be wondering how you can harness my study's findings and put them to use in helping others. This chapter will help you put my research study to practical use both for you and for those you serve.

I have developed a series of exercises and scenarios for my leadership legacy workshop. These are based upon my research study and follow largely the questions I asked of my informants. Through these activities, you will be able to enjoy the same benefits reported both by my study informants and by my workshop participants. You will be able to identify the leadership legacies, relationships, and formative experiences that have most influenced your generativity strivings. You will be able to identify strategies that will be helpful or potentially harmful to you as you work toward achieving your legacy. And, you will know with greater certainty the particular leadership legacy you would most like to leave for future generations, and why.

The culminating feature of this chapter is my original legacy statement template, a tool I created for my workshop participants. This easy-to-use template, coupled with the sample legacy statement that I have written and included for you, will help you write your own leadership legacy statement. This document will be tremendously useful to you now and throughout the remainder of your career to help you

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make decisions along the way that will ultimately lead to your achieving your intended legacy.

This chapter will also explore the ways that higher education leaders can work collaboratively to realize their leadership legacies and to preserve and celebrate the higher education leadership legacies of others. This is important for us not only as individuals, but as members of the larger higher education community. Together, we can create a culture in higher education in which leadership legacies are valued, fostered, and preserved. I've also included broad implications of my study and conclusions at the end of this chapter to help you pull together everything you have read, experienced, and decided about leaving your higher education leadership legacy.

Review of Chapter-by-Chapter Exercises

In all, you have completed five exercises as you've read this monograph, one at the end of each of the first five chapters. To begin the process of putting my study's findings to practical use, let's review what you have discovered so far through these exercises by answering the questions below. If you haven't already completed these five exercises, please do so now before going any further.

Chapter 1 Exercise: Influential Leadership Legacies

This exercise asked you to answer questions about two legacies that you have experienced or witnessed that have influenced you in your work and/or in your life.

- Can you identify one or more additional legacies that you now believe also influenced you? If so, whose legacies were they and how did they influence you?
- You rated your motivation to leave a leadership legacy on a scale from 1–10. Now that you've completed reading the report of my case study, rate your motivation again. Is it the same, less, or more than the motivation you felt at the conclusion of Chap. 1. Why?
- This exercise also asked you to evaluate whether positive or negative legacies had the biggest influence on you. What, if anything, does your answer to that question tell you?

Chapter 2 Exercise: Childhood and Early Adulthood Antecedents to Generativity Strivings

This exercise asked you to think about your upbringing, the people you've known both personally and professionally, the media you've consumed, your faith, and your experiences, and to identify who and/or what influenced you to want to leave a professional legacy.

- Were you most influenced by people you knew personally or by those you didn't? What, if anything, does that tell you about your upbringing and early adulthood?
- Did fictional characters influence you significantly? Why do you suppose that is?
- What role, if any, did your faith play in your development as a generative individual?
- Where did you say that the bulk of your generativity motivation came from? (From others? From within yourself? Or from a combination of the two?) What, if anything, does that tell you?
- This exercise asked you to imagine two scenarios. One was that you had an opportunity to develop a child into a generative adult higher education leader. The other was that you had an opportunity to develop a younger faculty member into a generative higher education leader. Did your ideas for how to go about doing this bear any similarity to your own experiences as a child or as a younger faculty member? What, if anything, does that tell you about your formative experiences?

Chapter 3 Exercise: Higher Education Leadership Legacy Survey

This exercise provided a survey instrument that can be used to gather additional quantitative data to support the qualitative findings of my research study. You were asked to take this survey and share it with other leaders at your college or university to see what you could find out.

- Did you administer the survey to others? If so, what did you learn from the data you collected? For example, did you identify a need for new programs and opportunities for fostering and developing legacy thinking within your college or university? What was the overall attitude toward the survey?
- If you did not administer the survey, why? What did you think would happen if you asked your colleagues to complete the survey? Would you be willing to administer the survey now? Why or why not?
- Review your own survey responses. What , if anything, stands out to you as an important finding? Why? Can you identify anything you'd like to change either about yourself or at your college or university as a result of having completed the survey?

Chapter 4 Exercise: How Do Your Experiences Compare with the Study's Research Findings?

This exercise asked you to consider your own experiences, influences, and goals regarding leaving your own intended higher education leadership legacy in comparison to the nine key findings of the research study.

- In what ways, if any, did your responses to the questions most closely mirror the responses of the study's informants? Why do you suppose that is?

- In what ways, if and, did your responses to the questions differ from the responses of the study's informants? Why do you suppose that is?
- Which of the study's nine key findings, if any, surprised you? Why?
- To what extent did you say that your age and life point influenced your leadership generativity? Does that finding support Erikson's theory that we become increasingly more generative in later midlife?

Chapter 5: Supporting a Leadership Generativity Program at Your College or University

This exercise asked you to consider your own college or university and to evaluate whether and how it develops and fosters leadership generativity. Specifically it asked you to consider the four institutional supports for a generativity program that I identified in my study and its emergent theoretical framework: *top-down commitment, recognition, communication,* and *tools.*

- In which of the four areas of support did you evaluate your institution as the strongest? How can you build upon that strength?
- In which of the four areas of support did you evaluate your institution as the weakest? How can you help your institution overcome and/or improve upon this weakness?
- Who at your college or university could help you develop a leadership generativity program?
- Who or what do you perceive to be the greatest obstacles to a leadership generativity program at your college or university?
- On a scale from 1–10, with 10 being the highest, how would you rate your motivation to start a leadership generativity program at your college or university? What would it take for you to feel even more motivated to work on such an initiative?
- If you had to guess, what do you think would be the overall response to a new leadership generativity program at your college or university? What does that tell you about the culture of your institution?

Scenarios

Below are five scenarios that present composite fictionalized accounts of the experiences, concerns, and thoughts of real higher education leaders. Read each one and answer the questions that follow. Then, look for opportunities to share and discuss these scenarios with other higher education leaders and to engage in dialogue with them about legacy thinking.

Leader A

Leader A has been at the same university for her entire career. She is 59 and believes that she is only 5 years away from retirement. She is a division dean and is certain that her career has peaked and that she will not be promoted any higher. She's comfortable with that knowledge. She remembers the days when there were few female administrators at her university. Today, however, she is proud to see more and more women in leadership roles, including several younger women she has informally mentored. Leader A would like to be remembered as a strong woman in leadership and as a role model. She would like to leave behind her a legacy that encourages and enables more women to enter higher education leadership and that makes their path easier than the one she encountered. However, her day-to-day tasks as a division dean consume most of her time.

1. What can Leader A do in the next 5 years to ensure that she is remembered as a strong woman in leadership and as a role model?
2. What can she do to encourage and enable more women to enter higher education leadership?
3. How can Leader A ensure her legacy if most of her time is spent on day-to-day tasks as a division dean?
4. Do you believe Leader A can achieve her intended leadership legacy? Why or why not?

Leader B

Leader B has been on the fast track in his career and is ambitious. He has just been hired to be the new associate provost at a small college. He was an outside hire and replaced a beloved associate provost who had been at the institution for 30 years and who died. Leader B is only 41. He sees this new position as a stepping stone in his career and believes that he is going to be a big fish in a small pond. He plans to remain in this position and at this college for only 4 or 5 years, though he hasn't told anyone that. Then, he'd like make the leap to a larger, more prestigious institution, with the ultimate goal later in his career of becoming a university president. Leader B would like the next 4 or 5 years at the college to cement his reputation for excellence. That will be important to him as he tries to advance his career. He has determined that the school has an abysmal record for winning grants, that there is a lot of infighting, and that the academic departments operate as silos and adversaries. He'd like to leave behind him the legacy of better communication and collaboration between the academic units and a track record of increasing grant revenues at the college. Leader B is aware of grumblings among the faculty about the associate provost position going to a person so young and who is from the outside.

1. What can Leader B do to leave behind a legacy of better communication and collaboration among the academic units?
2. What can Leader B do to overcome faculty resistance to him as an outsider to the institution and for being relatively young?
3. What can Leader B do to beef up the institution's grants program?
4. What can Leader B do to cement his reputation for excellence?
5. Do you believe Leader B can achieve his intended leadership legacy? Why or why not?

Leader C

Leader C is the director of the Center for Faculty Development at a large university. She organizes many successful programs for the faculty that are typically related to teaching and learning, teaching with technology, ethics, classroom management, and new initiatives at the university. Recently, she developed a series of workshops about legacy thinking for the faculty. Those who participated in the workshops gave them stellar evaluations. However, enrollments for the workshops were extremely low, much lower than her center's usual programs. Leader C is in a quandary about how to motivate more faculty members to attend her legacy workshops. She is confident that the programs are worthwhile and of high quality but does not know for certain why they drew such poor participation. She is confident, however, that the time, date, and location for the programs were not a problem because she has organized other programs in the same time slots and location that have done very well. Leader C is not certain that the top administrators at the school are aware of her programs or that they would support what she's trying to do.

1. What can Leader C do to find out why participation in her legacy workshops and learning community were low?
2. How can Leader C garner the support for her legacy programs from her university's top administrators?
3. What can Leader C do to motivate more participation in her legacy programs from her faculty?
4. How can the few faculty members who participated in the legacy workshops, and who gave them great evaluations, help Leader C draw more interest in these programs?
5. Do you believe Leader C can succeed in getting more members of the faculty to attend her legacy workshops?
6. Do you believe that legacy workshops can change the culture of an institution so it develops and fosters leadership legacies? Why or why not?

Leader D

Leader D is 55 and the vice president of a mid-sized university. He has spent the better part of the past 15 years improving the technology resources available to

students and staff at the institution. Thanks to his leadership and the work of many others, the university now has online course registration, a class wait-list system, an automated library system, and online tuition payments. However, there is much more that Leader D would like to accomplish to improve the technology resources of the institution over the next 10 years, before he retires. Unfortunately, the new president of the college does not see technology as a priority for the university and has slashed the budget for new technological advances. Leader D fears that that he won't be able to accomplish what he's set out to do in the next 10 years and therefore, he feels that his intended legacy is threatened.

1. What, if anything, can Leader D do to gain support for technological advances from the new president of the college?
2. What can Leader D do to gain support for technological initiatives from others at the institution without alienating the new president?
3. Do you believe Leader D can achieve his intended leadership legacy? Why or why not?
4. What should Leader D do if he cannot gain support for the technological advances he envisions? How can he safeguard his leadership legacy?

Leader E

XYZ University has had a long-standing divide between its teaching faculty, which includes many part-time adjuncts, and its research faculty, which is comprised of internationally-known full-time researcher superstars who bring a significant amount of grant money to the institution. Members of the research faculty, particularly those in the sciences, have enjoyed the lion's share of the recognition and financial rewards at the university. This has caused some chafing among the teaching faculty, who resent the celebrity of the research superstars and who feel that as teachers, they are undervalued and underpaid. Leader E is 39. She is an associate professor of English and serves on the teaching faculty at this institution. She has just been elected to serve as the chair of the faculty senate, the faculty governing body that has so far been controlled by and comprised of the teaching faculty. Several of the institution's most highly-respected and highly-compensated researchers have made it clear to the former senate chair that they do not wish to "waste their time" on the faculty senate. They have said that they have little in common with the teaching faculty and their time is too valuable to be spent on faculty senate issues. Leader E wants her leadership legacy to be to change the culture of the faculty senate; she wants to create a senate in which all members of the faculty are represented and participate actively, including the university's research superstars. However, she knows that this is going to be an uphill battle. The scientific researchers in particular are unlikely to embrace her leadership, not only because she is a member of the teaching faculty, but because she is also a woman, an English teacher, younger than they are, and because she is an associate professor, not a full professor as they are.

They are all older men who are full professors and who earn more than twice her income. They enjoy a great deal of media attention and kudos from the Board of Trustees and they are on a first-name basis with the president of the university. She's been warned by other members of the senate that they have huge egos and will look down on her.

1. What, if anything, can Leader E do to gain the respect of the research faculty?
2. What can Leader E do to change the perceptions of the senate among the research faculty?
3. How can Leader E change the perceptions of the existing members of the senate to be more inclusive of research faculty?
4. What can Leader E do to heal the divide between the teaching and research faculties?
5. How can Leader E help bring more positive recognition and rewards to the teaching faculty?
6. Do you believe Leader E can achieve her intended leadership legacy? Why or why not?

Your Strengths and Weaknesses for Leaving the Legacy You Intend

A leader's ability to achieve his or her intended legacy will depend upon several factors. While some of these may be at the institutional level and beyond the leader's control, a great many of them are dependent upon the leader's attitudes. Take the quiz below. Use the answers to determine whether your attitudes support your achieving an intended leadership legacy. If not, use this quiz to help you identify the additional work you may need to do before moving forward.
Answer True or False to each statement.

___ 1. I care about what will happen to my college or university after I'm gone.
___ 2. The work I do every day at my college or university matters.
___ 3. I am capable of making important contributions.
___ 4. What I do at my college or university can have a lasting impact.
___ 5. I care how I will be remembered at my college or university.
___ 6. I am good at setting goals.
___ 7. I am a visionary thinker.
___ 8. I am not afraid of hard work.
___ 9. I take great satisfaction in achieving my goals.
___ 10. I am not easily derailed from my goals.
___ 11. I am a generally positive person.
___ 12. I have knowledge worth passing on to others.
___ 13. It's possible to achieve an intended leadership legacy.
___ 14. It's possible for me to change things at my college or university.
___ 15. I can determine the legacy I leave behind me, at least to some extent.

___ 16. I care about the impact I have on others.
___ 17. I want to leave the world a better place than I found it.
___ 18. I cherish the leadership legacy of at least one other person.
___ 19. One man or woman can make a difference.
___ 20. I am capable of seeing the big picture.
___ 21. I take myself and my leadership seriously.
___ 22. My leadership at my college or university means a lot to me.
___ 23. I want my leadership to have mattered.
___ 24. I can determine and shape my leadership legacy.
___ 25. I can achieve the leadership legacy I wish to leave behind.

YOUR SCORE:

0–1 False: Your attitudes are strong for crafting and achieving an intended leadership legacy.
2–4 False: Overall, you have good attitudes about crafting and achieving your intended legacy. Focus on your few False answers. Work toward shifting your attitudes about them.
5–7 False: Some of your attitudes may interfere with your ability to craft and/or achieve an intended legacy. Spend time thinking about your False answers and how you can shift your attitudes about them. Seek help as needed.
8+ False: Your attitudes are likely to interfere with your ability to craft an intended leadership legacy and/or to achieve it. You will probably benefit from working with a coach or other helping professional to shift your attitudes.

Crafting a Higher Education Leadership Legacy Statement: A Template

A leadership legacy statement makes the concept of legacy thinking tangible by articulating an intentional legacy and by providing leaders with specific and customized targets and benchmarks. However, writing a legacy statement entails more than a description of actions or accomplishments. Instead, the task focuses on a leader's values, behaviors, and approaches to leading others.

A well-crafted leadership legacy statement for a higher education leader, for example, can describe the leader's concept of the college or university, or even higher education more broadly, 20 or 30, or even 50 years from now. It can record the leader's authentic aspirations, strivings, and passions. Be mindful, however, that a leadership legacy statement is neither a to-do list nor a report card template upon which a leader will be judged when he or she retires or passes. Rather, a leadership legacy statement is a living, breathing document that establishes self-imposed standards and goals for the leader, with the hope that the leader will take them seriously.

I have developed the leadership legacy statement template below to help my workshop participants begin the process of crafting an authentic leadership legacy statement. Many higher education leaders have found this tool to be useful. However, my template is just a beginning point and it is not necessarily all-inclusive. For example, you can address different or additional questions in your leadership legacy statement. You can write your leadership legacy statement as an narrative, as in my example below, or visually, using a combination of images and words. You may even choose to create a video statement that combines images with sounds. The key is to create a customized leadership legacy statement in a medium that seems right for you and that is authentic and personally meaningful.

I have discovered through my workshops a few challenges that you will want to be mindful of as you work on your leadership legacy statement. First, you may find it difficult or even somewhat unsettling to come face-to-face with the prospect of your own mortality. Second, writing a legacy statement makes some people feel discouraged or concerned about how much they have left to do in their careers and their lives. Third, some of my workshop participants have also seemed concerned about sounding too idealistic or self-important. Finally, some of my workshop participants have struggled about precise word choices.

My template will guide you by prompting you step by step with manageable questions. It will make the writing task easier. Remember though, as you work through the template that your answers will not comprise a binding legal contract. Chances are that the only people who will ever see your leadership legacy statement will be you and those few others with whom you choose to share it. Speak in your own voice. Don't be afraid to sound idealistic and to shoot high. Life has a way of turning idealism into reality. Finally, if you're finding it hard to focus on own mortality, focus instead on the ways that your work can and does seed the legacies of others. Consider the ways that you can help develop other careers and help others generate meaningful legacies. That can take some of the focus away from your mortality and make you more comfortable with the legacy statement writing process.

Now, complete the legacy statement template below giving careful thought to each question. Review the sample legacy statement that follows and consider how you want to craft your leadership legacy statement. Then, create a first draft of your leadership legacy statement, dating and labeling it *First Draft*. This will be the first of many drafts that you will create over the remainder of your career. Once you've completed your first draft, let it sit for a day or two and then re-read it. Make any revisions you would like to make. Then, ask a close friend or trusted colleague to read your statement and give you feedback. Don't ask your reader simply, "What do you think?" Ask specific questions that will generate useful feedback such as:

- Do you believe that my goals are authentic and self-driven? Do they seem to be expectations generated by other people and not by me?
- Are my aspirations realistic?
- Have I identified real areas for potential growth and accomplishment?
- Have I aimed too high? Too low?

- Do you connect with what I've written?
- Is my statement clear? Are there any areas that need further or better explanation?
- How can I improve my leadership legacy statement?

The opinion you receive from someone you trust will help you test your intended legacy with minimal risk. It can help you find out if you are missing something that belongs in your legacy and give you a chance to revise or even discard and rewrite your legacy before it comes to fruition.

Continue to review, solicit feedback for, and revise your leadership legacy statement regularly throughout the remainder of your career. Keep it in front of you especially during challenging times in your career to help you focus on the big picture and to propel you forward. Now, begin the process of crafting your leadership legacy statement.

What Is Your Legacy? A Legacy Statement Template

I. How do you wish to be remembered by those both inside and outside your college or university, both in your current role and in your career?

For which two or three *characteristics* would you like to be remembered?

1. _____
2. _____
3. _____

How would you like these *characteristic*s to manifest themselves? How will they show up?

_____
_____
_____
_____

For which two or three *behaviors* would you like to be remembered?

1. _____
2. _____
3. _____

How would you like these *behaviors* to manifest themselves? How will they show up?

_____
_____
_____
_____

For which two or three *skills* would you like to be remembered?

1. _____
2. _____
3. _____

How would you like these *skills* to manifest themselves? How will they show up?

_____
_____
_____
_____

For which two or three core *values* would you like to be remembered?

1. _____
2. _____
3. _____

How would you like these core *values* to manifest themselves? How will they show up?

_____
_____
_____
_____

II. What have you learned in your work and in your life thus far that you would most like to pass on?

_____
_____
_____
_____
_____
_____

III. How will you convey that learning?

_____
_____
_____
_____

IV. What remains for you to accomplish? Why is that important in building or completing your legacy?

_____
_____
_____
_____
_____
_____

V. Aside from more time, what will help you or impede you in completing what remains to be accomplished?

_____
_____
_____
_____

VI. How do you believe that completing this template will affect what you will do on a day-to-day basis in the next week and in the next few months?

Sample Legacy Statement

How do you wish to be remembered by those both inside and outside your college or university, both in your current role and in your career?

Characteristics. I want to be remembered as a higher education leader who possessed creative vision. I want to be remembered as a leader who made the tough decisions when they had to be made and who didn't pass the buck. I want to be remembered for being an excellent higher education teacher and an astute learner.

Values. I want to be remembered as a higher education leader who was honest and transparent. I want people to remember that I was kind and generous, that I was a mentor and a teacher, and a humanist. I want people to remember me as someone who enriched the lives of others. I want to be remembered as a higher education leader who was unselfish, who was not ego-driven, and who had a strong work ethic. I want people to remember that I valued excellence and that I produced excellent products.

Skills. I want to be remembered as a higher education leader who communicated well both in speaking and in writing. I want to be remembered for being a good listener. I want people to remember me for my technical know-how, my analytical ability, and my people smarts.

Behaviors. I want to be remembered as a higher education leader who was punctual, who honored deadlines, and who always had an open door. When people think of me, I want them to remember my hearty laughter and my smile. I want to be remembered for my professional presence that was manifested in the way I dressed, the way I carried myself, and in the way I maintained my workspace.

What have you learned in your work and in your life thus far that you would most like to pass on?

I've learned that people have the capability to do great things. I've learned that toughing it out, persevering, staying motivated, and being resilient are the keys to success. I'd like to

pass on that you really can't judge a book by its cover. I've learned that failures make us stronger and that often our anticipation of a dreaded event is much worse than the event itself. I've learned that people matter most in everything we do.

How will you convey that learning?

I will convey that learning by mentoring others and by my own example. I will convey that learning explicitly to my students. I will convey that learning by writing and publishing my memoir.

What remains to be accomplished?

I have yet to write and publish my memoir. I also intend to mentor at least five more individuals before I retire.

Aside from more time, what will help you or impede you in completing what remains to be accomplished?

I must identify individuals who could be my mentees and establish mentoring relationships with at least five of them. I must learn how to write my memoir and do the writing. I must learn about publishing and secure a book contract to publish my memoir.

How do you believe that completing this legacy statement will affect what you will do on a day-to-day basis in the next week and in the next few months?

This statement has reminded me that time is not infinite and that I have much left to do to realize my intended legacy. It has reminded me to live the characteristics, behaviors, skills, and values that I want to be remembered for. It has motivated me to learn about memoir writing and publishing.

What Do Others Think Your Legacy Will Be?

A leader may intend a particular legacy and articulate it clearly through a legacy statement. However, that does not guarantee that he or she will achieve it. As already suggested, the institution can influence greatly whether its leaders succeed in achieving their intended legacies or even, whether they are legacy thinkers. Colleges and universities that offer top-down support, tools, resources, and communication avenues for legacy thinking will create environments that are conducive for legacy thinking and for working toward, achieving, and preserving leadership legacies. As my study suggests, institutions of higher learning can also thwart a leader's generativity motivation, even if inadvertently, by stretching their leaders' time so far that they leave them little time for legacy thinking. They can also limit or discourage legacy thinking if they don't recognize the contributions of their leaders, both present and past. Furthermore, colleges and universities whose leaders are overwhelmed, that have poor communication channels, and where bureaucracy and negativity take center stage are environments where legacy thinking may be challenged.

Of course, a great deal of the responsibility for achieving a leader's legacy also resides within the leader. Crafting and regularly updating a leadership legacy statement is a good place to begin one's efforts to shape an intentional legacy and to

achieve it. However, the leader's commitment to his or her legacy and his or her ability to work through challenges and obstacles are also hugely important factors in whether he or she will succeed in leaving an intended legacy. The informants in my study, for example, were higher education leaders who had both a strong sense of the legacies they were trying to achieve and the energy and determination to make it likely that that they will be successful.

Perhaps most of all, a leader's ability to achieve his or her intended legacy depends upon the people who will remain at the institution after he or she is gone. Those who live after the leader, in fact, will have the final word on the matter, for it will be in their hearts, minds, and behaviors that a leader's legacy will endure. Therefore, leaders who wish to leave their intended legacies must not operate in a vacuum. They need to check with others, and often, to see if they are on course for achieving their intended legacies. Through periodic evaluations, leaders can determine whether they should maintain the *status quo* or whether they need to make mid-course corrections to ensure that they achieve their intended legacies.

Opinions gathered informally may provide some useful feedback. Simply asking others what they believe a leader will be remembered for and why can be illuminating. That is, in fact, a question I asked of each of the secondary sources in my research study. Their answers confirmed that the leaders who served as the informants in my research study were on track for and likely to achieve their intended legacies. In addition, a 360 feedback, also known as *multi-rater feedback, multisource feedback,* or *multisource assessment*, can be an excellent and more systematic tool for gathering the opinions of others. The term *360* refers to 360 degrees in a circle, with an individual figuratively in the center of the circle. A leader who uses 360 feedback gathers evaluations from subordinates, peers, and supervisors. The 360 feedback also includes a self-assessment and in some cases feedback from external sources such as students, members of the community, peers outside the institution, clients, suppliers, members of the institution's Board of Trustees, and other interested stakeholders.

Leaders who already are using a 360 feedback will want to add additional questions to those assessments to help them find out whether they are likely to achieve their intended leadership legacies. Those who have not yet used a 360 feedback may find the tool useful to them, not only for gathering feedback about intended legacies, but about other aspects of their leadership, their strengths, and their weaknesses. Either way, leaders will need help both to administer and to interpret a 360 assessment. For one thing, the 360 feedback assessment must be anonymous and confidential or it may not elicit candid and useful feedback. This is most effectively accomplished if a neutral third party conducts the feedback. For another, leaders who are the subject of a 360 assessment generally feel more comfortable receiving and interpreting the feedback with the help of an outside source.

Therefore, leaders who wish to use 360 feedback to assess whether they are on track for leaving their intended legacies will want to work with the human resources professionals at their institutions and/or with consultants and coaches who specialize in administering and interpreting 360 assessments. Those who develop leaders at institutions of higher learning will want to provide 360 feedback assessments or

they will want to contract with others to do so. The 360 feedback assessments should ask respondents to imagine that the leader is no longer at the institution and to project what they believe the leaders' legacy will be. From their responses, leaders can revisit their leadership legacy statements and revise both their statements and their strategies for achieving their intended legacies, as needed.

Working Collaboratively to Achieve Intended Higher Education Leadership Legacies

There are several ways that higher education leaders can work together to develop, support, and achieve their intended leadership legacies. These include forming legacy learning communities, working with a legacy buddy, honoring and preserving the legacies of others, and sharing legacy intentions with supervisors and direct reports.

I had the pleasure of conducting my legacy workshop for a group of higher education leaders who had formed a legacy learning community. The purpose of the community was to help the higher education leaders who worked at the institution to become legacy thinkers and to provide them with the education and support they would need to achieve their intended legacies. Higher education leaders and those who develop leadership at institutions of higher learning in others may find that forming a legacy learning community is worthwhile. A legacy learning community can help leaders craft and refine their legacy statements, clarify and articulate their legacy goals, and work through the obstacles and threats to achieving intended legacies that they encounter along the way.

A legacy buddy program is another excellent way that higher education leaders can get the support they need to achieve their intended legacies. Using the buddy system, two higher education leaders would pair up to share their leadership legacy statements with one another and to meet regularly to discuss legacy progress, challenges, and strategies. Many people find that a buddy system works well because the buddy becomes an accountability partner and helps to keep them on track and focused on legacy thinking.

Another way that higher education leaders can work collaboratively to achieve intended legacies is to come together to honor and preserve the legacies of other leaders. Attending awards ceremonies and memorial services for past leaders with other legacy thinkers can be personally valuable and meaningful to a higher education leader. Higher education leaders are encouraged to take part in such programs as a community and to embrace them as opportunities to preserve and cherish the legacies of others.

Finally, higher education leaders may find it helpful to share their legacy statements and intentions with their supervisors. Together, the leaders and their supervisors may be able to shape tasks and new initiatives that are beneficial both to the college or university and to the leaders. And, depending upon the situation and the people involved, higher education leaders may also want to share their intended legacies

with their direct reports. The college or university personnel who report directly to the leader may be, in fact, the individuals who are in the best position to support the leader's legacy intentions.

Summary

Patton (2002) warned that the data generated by qualitative methods is "voluminous" (p. 440). I argues that *gargantuan* is a more apt description. I conducted 18 interviews with informants and secondary sources yielding more than 400 pages of single-spaced typed transcripts. In addition, the data for the study included my notes, post-interview reviews, and the documents collected from and about my study's informants. All together, the data for this study was captured in 518 pages of single-spaced text, or, to put it visually, slightly more than an entire ream of paper about 2 in. thick.

I coded, analyzed, and interpreted the data set to identify patterns and themes. These were presented in Chap. 4's thick, richly descriptive narrative laced with descriptions of the informants and the interviews and dozens of verbatim quotes. In Chap. 4, I served as a *bricoleur*, Denzin and Lincoln's (2005) term for a qualitative researcher who is much like a maker of quilts or a filmmaker who assembles images into interconnected montages, images, and representations. In Chap. 5, I provided a discussion of the data linking the study's key findings to its research questions and the literature that I reviewed. I presented the result of that discussion and the implications of my study as responses to my research questions. I further described eight working hypotheses and my emergent theoretical framework for developing leadership generativity at a college or university.

I wondered at the outset of my multiple case study how being in midlife affects a leader at an institution of higher learning. I asked, "Was our life point affecting our choices, our priorities, and our concerns?" The findings from my study suggest that the answer to that question is a resounding *yes.* The six female higher education leaders in midlife who took part in my research reported that being in midlife affected their leadership, particularly in the area of their leadership generativity. The informants described a sense of urgency at this point in their lives never experienced before. They perceived in midlife that their time in leadership was running out. They said that they felt a pressing need to leave something for future generations before taking their final bow in higher education. They believed that in their younger days their generativity didn't exist at all or if it did, that it was externally motivated or limited in scope to the students they taught or counseled.

My study described for the first time the nature of female higher education leadership generativity, the antecedents to that generativity, and the environments at colleges and universities that encourage and inhibit generativity in leadership. My study's findings suggest that the nature of the informants' higher education leadership generativity was that it was an extension of their day-to-day work with a scope limited to the research site and the community it serves. My informants sought

to change culture at their college through their leadership generativity by creating teams, programs, systems, and policies; mentoring and developing individuals, building relationships and ways of relating; and instilling values in others. They planned to realize their intended generativity communally, though their agentic products were important to them. The informants were also confident that they would realize their leadership generativity. They believed that even their most altruistic generative goals may be rooted in selfishness. Furthermore, my informants' positive leadership and core leadership values informed their leadership generativity and their generativity concepts.

My study's findings also suggested that being a woman influenced the nature of my informants' leadership generativity. My informants linked their generativity motivation to a strong desire to nurture others, a characteristic they believed to be female. They also believed that they were more likely to use collaboration, another characteristic they described as female, to realize their leadership generativity. My informants further believed that being a woman positioned them well for higher education leadership. They said that women are accustomed to confronting roadblocks, likely to build relationships, prone to being transparent in their leadership, and drawn to certain helping careers, and that those experiences and characteristics shaped their leadership generativity and enabled them to empathize with higher education students.

My study's findings also suggested numerous antecedents for leadership generativity. My informants believed that their leadership generativity was rooted in their childhoods and early adulthoods. They described the generative influence of their parents, grandparents, teachers and administrators, friends, formative experiences, faith, media, growing up in the 1960s, professors, advisors, supervisors, colleagues, leadership legacies, cultural demands, and motherhood. My informants described both positive and negative antecedents to their leadership generativity. They learned by generative role models what to do and what not to do.

My study's findings also suggested that leadership generativity continues to evolve. My informants described how their faith and spiritualism influenced their leadership generativity. They also said that recent media, experiences, and leadership development programs enabled them to refine their leadership generativity concepts and goals. The current top-level administration at the college served as positive generative role models for several of my study's informants. One informant also suggested that the caretaking demands at home influenced her leadership generativity.

My study's findings provided insight about environments that facilitate or inhibit generativity in leadership. My informants suggested that mentoring can develop leadership generativity. They said that recognition of past leaders' generativity motivates them to be generative. They also believed that leadership development programs and legacy learning communities can develop higher education leadership generativity. My informants described obstacles that inhibit their leadership generativity that included a lack of resources and time, lack of communication, the negativity of some individuals at the research site, and bureaucracy. They said that leadership generativity can be developed in colleges and universities that provide leaders with

freedom to start new programs and policies, flexibility, and encouragement and that are open to new ideas. They believed that a generative college or university is one that uses environmental scanning to recognize and act upon environmental demands and that develops its future leaders through leadership development programs and succession planning.

My study's findings enabled me to formulate eight working hypotheses about higher education leadership generativity. In brief, these are that (1) generativity is instilled at an early age, (2) generative individuals may be strong candidates for leadership generativity development programs, (3) recognizing leadership legacies motivates generativity, (4) top-down support is needed to develop higher education leadership generativity, (5) mentorship programs can develop leadership generativity, (6) leadership generativity can be explicitly taught and learned, (7) learning communities can develop leadership generativity, and (8) leadership coaching can develop a leader's generative capabilities.

I used the study's eight working hypotheses and key findings to craft a theoretical framework for developing higher education leadership generativity. This framework relies upon four features. These are (1) program and policy supports in the form of top-down commitment, communication, recognition, and tools (2) program and policy structures in the form of formal mentorship, leadership education, leadership coaching, and learning communities (3) program and policy content categorized as organizational development and personal development, and (4) program and policy topics related to the key and secondary findings of my study. My study's theoretical framework is potentially useful to colleges and universities that seek to develop, motivate, nurture, foster, and sustain leadership generativity. It also led to numerous questions for future research. And, it helped me develop several practical exercises to encourage legacy thinking in higher education leaders and to help them craft and work toward intentional leadership legacies.

Conclusion

I have often joked that I am a *Groucho Marxist* because of my tremendous admiration for the great comedian. Throughout my research, I recalled time and again a remark often attributed to Groucho, who is believed to have said, "I plan to live forever. So far, so good." Here, I argue, Groucho hit humorously upon a basic and very serious tenet of the human condition. We know we are going to die. But most of us don't want to. In our youth, we typically push away thoughts of our own passing. That's relatively easy for most of us when we look in the mirror and see all the time in the world ahead of us. But as we grow older and certainly, by the time we are in midlife, Erikson (1950) posited, we revisit our mortality in a new way. We come to terms with it. That motivates psychosocially healthy adults to want to take action to leave something behind for future generations while there's still time. Our generativity peaks.

We cannot be immortal in the way Groucho suggested. But we can do the next best thing. We can ensure our immortality by leaving an enduring personal legacy

of our leadership, one that we hope changes the course of history for future generations. We can do something right now to make sure that the world will be different because we have been here.

Some of us will realize our generativity through our children, some through our students or young people in our communities. Some of us will achieve it through the works of art, inventions, and monuments we build. A few of us will be famous, some infamous. And some of us will achieve our generativity through our higher education leadership. The six female higher education leaders in midlife who participated in my study are working every day to leave an enduring personal legacy at their institution. They want their leadership to have mattered. They seek to improve the culture at their institution and to make a lasting difference, not for their glorification or for fame and fortune, but for the people they serve. Colleges and universities, as generative institutions, need more leaders like the six women who took part in my study.

I attempted to accomplish many things through this work. As a scholar, I attempted to provide insights about the nature, antecedents, and support of leadership generativity at colleges and universities. As a supporter of higher education, I attempted to stimulate colleges and universities to value leadership generativity and to create programs and policies that develop, motivate, nurture, foster, and sustain generative leaders. As an investigator, I attempted to inspire future investigators to ask more questions about leadership and generativity, gender, and midlife, and to craft more empirical studies about these worthwhile topics. As a woman, I attempted to add to the body of literature about women in leadership. And as a person in the full bloom of midlife, I have attempted to realize my own generativity by leaving this work as an enduring personal legacy.

Appendices

Appendix A: Executive Summary of the Case Study

Introduction

Most of us want to be remembered for something positive after we are gone. Our generativity, manifested in the personal legacy we leave behind for future generations, serves for many as a kind of immortality. Erikson (1950) posited that our legacy becomes increasingly more important to us in midlife because that is when most of us come to terms with our own mortality in a meaningful way. Our enduring personal legacy gives each us in midlife a way to create something or to influence people while we are alive so that we can endure, even long after we die, Erikson argued.

What Is Generativity? Erik Erikson identified *generativity* as *the* defining psychosocial feature of midlife (versus stagnation). It is specifically during the middle adult years, Erikson maintained, that men and women are most likely to be concerned about the well-being of future generations and involved in various life projects aimed at generating a positive and enduring personal legacy that will ultimately outlive the self. Generativity can explain why midlife is the time when men and women generally make their most significant contributions to future generations and to society more broadly, Erikson argued.

Generativity can be summarized as "the concern for and commitment to promoting future generations through parenting, teaching, mentoring, and generating products and outcomes that aim to benefit youth and foster the well-being and development of individuals and social systems that will outlive the self" (McAdams, 2001, p. 396). Simply put, mature adults need and want to care for others; society expects and relies upon them to need and want this and to act accordingly. Erikson proposed that generativity peaks to greatest importance to the individual during midlife and then diminishes somewhat. By contrast, younger adults are more likely to be involved in the complicated business of establishing an *identity* and building up long-term bonds of *intimacy*, Erikson suggested. Old age brings a concern with what Erikson called ego *integrity*, as the elderly man or woman takes stock of life and, ideally, reaches a point of acceptance. It is in that long middle period of life that adults should and often do provide care, guidance, inspiration, instruction, and leadership for children, youth, students, protégées, employees, followers, and those many others who, individually or collectively, represent those who will come of age and who have yet to reach full maturity.

L. Hills, *Lasting Female Educational Leadership: Leadership Legacies of Women Leaders*, Studies in Educational Leadership 18, DOI 10.1007/978-94-007-5019-7,

Problem

The overarching problem addressed in this research study is that there is a great deal that we do not know about leadership legacies, particularly among women or in the leadership of our institutions of higher learning. Yet, our colleges and universities are being led in large part by baby boomers who are now in later midlife. Huge numbers of those middle-aged leaders will retire within the next 10 years. While we know that being in later midlife and impending retirement must influence a person in a leadership position at an institution of higher learning, we don't really understand how. Knowing more about leadership legacies can be of tremendous help to higher education institutions in the achievement of their missions, to higher education leaders themselves, and to the many leadership coaches and trainers whose work it is to cultivate and develop tomorrow's leaders.

Purpose

The purpose of this descriptive multiple case study was to understand the nature, antecedents, and support of generativity in the leadership of female higher education leaders in midlife. This study was undertaken to contribute to the research about generativity in leadership and particularly, among the women who lead our colleges and universities. A goal of this research was to develop working hypotheses about how and why female higher education leaders in midlife are generative and how the colleges and universities that employ them can support their generativity. Specifically, there were six purposes of this study:

1. To provide colleges and universities with a better understanding of what generativity is and how generativity is a phenomenon that most often occurs in individuals who are midlife, including the many individuals in leadership roles at their institutions.
2. To formulate working hypotheses about why and how colleges and universities may be able support leadership generativity.
3. To formulate working hypotheses about how colleges and universities may be able to develop a culture of generativity within their institutions.
4. To formulate working hypotheses about how colleges and universities may be able to cultivate and develop generativity motivation in future higher education leaders.
5. To provide leadership coaches, leadership educators, and other individuals and entities devoted to developing leadership in others with a better understanding of the nature, antecedents, and support of generativity in leadership, particularly among female leaders in midlife.
6. To contribute to the larger body of scholarship about higher education, generativity, leadership in midlife, women's leadership, and the psychology of aging – all relevant and needed topics that have undergone relatively little empirical study.

Research Questions

The research questions that guided this study were:

1. What is the nature of leadership generativity?
2. What are the antecedents of leadership generativity motivation?
3. What environmental factors within a college or university setting facilitate or inhibit leadership generativity?

Research Design

The investigator chose a single institution of higher learning as a research site that employs a sufficient number of qualified study informants. Consistent with case study methodology, a pilot study was conducted to enable the investigator to refine the research design. The investigator then used the purposeful sampling technique of snowball sampling, beginning with a panel of nominators comprised of three high-ranking higher education leaders, ultimately to identify six informants who matched the study's informant selection criteria and who wished to take part in the study. The investigator triangulated the data collected by using two guided and transcribed one-on-one interviews with each informant, a secondary source interview, and a document collection that included CVs, bios, correspondence, and articles by or about the informants' leadership. The investigator assigned a pseudonym to each informant to protect her identity.

Informant Criteria: The six informants taking part in the study were: (1) Female, (2) In later midlife as defined chronologically (linearly) as between the ages of 50 and 64, (3) Self-identified as *being* in midlife, (4) Currently employed at the institution that serves as the research site, (5) Experienced with a minimum of 20 years in higher education, (6) Experienced as a supervisor, (7) Experienced with a history of extensive committee or group work, (8) A highly visible leader who holds a visible leadership position within the institution, (9) Having made high level administrative contributions to the higher education community, and (10) Motivated to leave a leadership legacy.

Data Analysis: The investigator transcribed verbatim the 18 face-to-face interviews with informants and secondary sources. She conducted a post-interview review of each interview to capture her impressions, observations, and insights. The investigator then used open manual coding to create a start list of 171 codes. She then analyzed the codes inductively to identify18 themes and 22 subcodes. From these, the investigator analyzed the data further to identify nine key findings of the study and to formulate eight working hypotheses and an emergent theoretical framework. Three debriefers enabled the investigator to establish construct validity by providing feedback and insights that have been incorporated into the final research report, enhancing the trustworthiness of the data collection and analysis procedures.

Key Findings

The nine key findings of the study revealed that: (1) The informants believed that being in midlife strongly increased their generativity motivation, (2) The informants believed that being a woman strongly influenced their leadership generativity,

(3) The informants' leadership generativity was influenced by their positivity, (4) The informants' daily activities and responsibilities at the local level constituted their leadership generativity, (5) The informants' leadership generativity was a function of their having grown up in a particular moment in history, (6) The informants' leadership generativity was foregrounded in the experiences and teachings of childhood and early adulthood, (7) The informants' leadership generativity was rooted in their faith or spiritualism, (8) A purposefully generative environment facilitates leadership generativity and (9) Competing demands on leader's time inhibit their leadership generativity.

Working Hypotheses

The eight working hypotheses formulated from this study are that: (1) Generativity is instilled at an early age, (2) Generative individuals may be strong candidates for leadership generativity development programs, (3) Recognizing leadership legacies motivates generativity, (4) Top-down support is needed to develop higher education leadership generativity, (5) Mentorship programs can develop leadership generativity, (6) Leadership generativity can be explicitly taught and learned, (7) Learning communities can develop leadership generativity, and (8) Leadership coaching can develop a leader's generative capabilities.

Emergent Theoretical Framework

This study's emergent theoretical framework for developing higher education leadership generativity relies upon four supports, four structures, and 24 content topics in the areas of organizational development and personal development. It is potentially useful to colleges and universities that seek to develop, motivate, nurture, foster, and sustain leadership generativity.

Implications

Perspectives from the female higher education leaders in midlife who took part in this study suggest that generativity is learned and that colleges and universities can develop leadership generativity. The key findings of this study, their practical implications, the eight working hypotheses, and the emergent theoretical framework provide greater understanding of and a model for what colleges and universities can do to develop, nurture, foster, motivate, and sustain leadership generativity.

This study has implications for generative institutions in addition to colleges and universities. Higher education leaders themselves, and those who aspire to leadership, can also use this study to understand the role generativity plays in higher education leadership and the ways that leaders can be influenced to be generative. Leadership coaches and individuals who develop leadership programs can use the

study to learn more about the nature of leadership generativity and to develop leadership generativity in their clients. Women's study scholars, social scientists, leadership scholars, and midlife theorists can also use the study to understand how generativity manifests itself particularly among women leaders in later midlife. As well, anyone who touches the life of a child or a young adult may find this study to be helpful in understanding the influence their own generative models and formative experiences may have on the leadership generativity of future generations.

The salient implications of this study are that generativity is a characteristic that is (a) an important aspect of leadership, (b) influenced by gender, (c) highly developed in midlife, (d) desirable in higher education leaders, (e) influenced by childhood and early adulthood models and experiences, (f) teachable, and (g) learnable. The investigator hopes that this study encourages higher education leaders to develop generativity in themselves and others. The investigator also hopes that this study stimulates colleges, universities, and other generative institutions to develop leadership generativity development programs and policies.

Future Research Questions

Eight future research questions that expand upon the findings of this multiple case study are: (1) What are the nature, antecedents, and support of generativity in male higher education leaders in midlife? (2) What is the role of negative role models in leadership generativity? (3) How do familial responsibilities influence leadership generativity, particularly among women in midlife who are in active caretaking roles at home? (4) Do colleges and universities foster and support leadership generativity in leaders who are in unique positions of leadership to the same degree that they foster and support leadership generativity among leaders in more conventional leadership positions? (5) What is the influence of formal and informal mentoring initiatives on higher education leadership generativity? (6) What are the roles of ritual and ceremony in higher education leadership generativity motivation? (7) Do higher education leaders achieve their intended legacies? And (8) How does experience working outside of higher education shape a higher education leader's generativity perceptions?

Appendix B: Informant Interview Guide and Questions

First Interview

Introductory remarks: Thank you for agreeing to participate in this study of generativity in female higher education leaders in midlife. I am interested in learning about:

- Your intended higher education leadership legacy,
- What motivated you to want to leave a legacy of your higher education leadership, and

- Your perceptions about the environment for leaving a leadership legacy at [research site] and at colleges and universities more broadly.

I am very interested to talk with you about your perceptions.

I need you to review and complete an informed consent form before we get started. This form describes in greater detail the nature of this research and asks you to consent to participate.

[Pause to allow informant to read and sign two copies of the informed consent form. Give one copy of the signed form to the informant.]

Do you have any questions?

I plan to audiotape record and transcribe our interview. I will do all I can to protect your confidentiality. You will not be identified by name in any report or article created from these data.

I will turn on the recorder now. [Test recording.]

Background Questions

1. As we begin the interview, tell me how long you have worked at [research site].
2. Tell me about your role at [research site].

Research Question 1: What is the nature of generativity in the leadership of female higher education leaders in midlife?

1. The topic of today's interview is higher education leadership legacies. Let us begin by supposing that I am unfamiliar with the term *higher education leadership legacy*. How would you describe what a higher education leadership legacy is?

   [Listen to informant's description. Then provide the definition of leadership legacy used in this study.

   Higher Education Leadership Legacy: Anything a higher education leader transmits to, creates for, leaves for, or hands down to future higher education generations through his or her leadership, whether done intentionally or unintentionally.

   Ask informant to repeat or paraphrase this definition to ensure that she understands it.]
2. What are your core leadership values?
3. What leadership legacies, if any, do you believe have influenced your higher education leadership?
4. You indicated by agreeing to take part in this study that you wish to leave a legacy of your leadership at [research site]. What is the higher education leadership legacy that you would like to leave behind?
5. What inspires your intention to leave this particular higher education leadership legacy? What drives it?

   (a) Does nurturing and caring for individuals at your institution inspire your intended higher education leadership legacy? If so, who are these individuals? Describe specifically how have you or will you nurture and care for them.

(b) Do new policies, programs, events or other products that you create (individually or with others) inspire your intended higher education leadership legacy? If so, describe these policies, programs, events, or other products.

6. Why do you want to leave this particular higher education leadership legacy?
   (a) What makes this particular higher education leadership legacy important to you?
   (b) What experiences (if any), positive or negative, influenced you to want to leave this particular higher education leadership legacy?
   (c) How, if at all, is this particular leadership legacy important to [research site] or to anyone else?
7. How, if at all, does being who you are right now influence your intended higher education leadership legacy?
   (a) How, if at all, does being a woman influence it?
   (b) How, if at all, does being at this life point – in midlife – influence it?
   (c) How, if at all, has your intended higher education leadership legacy changed over the past 15–20 years?
   (d) Does anything else about you influence your intended higher education leadership legacy?
8. What do you think are the personal characteristics a higher education leader needs most to be successful in leaving an enduring higher education leadership legacy?
9. Do you feel that you have the capacity to succeed in leaving your intended higher education leadership legacy?
   (a) If yes, what specifically gives you the capacity to leave this higher education leadership legacy?
   (b) If no, what will you need to leave this higher education leadership legacy that you don't have now?
10. At this point in your leadership, what parts, if any of your intended higher education leadership legacy have you already realized?
    (a) What remains for you to do to realize your leadership legacy?
11. Do you believe that your leadership legacy will come to full fruition?
    (a) If yes, why do you believe your legacy will come to full fruition?
    (b) If no or you're not sure, why? How does that make you feel?
12. Some people would say things change so quickly that most higher education leaders who wish to leave an enduring higher education leadership legacy are doomed to fail. What would you say to them?

Closing Remarks: Thank you for sharing this information with me. Is there anything else about your intended higher education leadership legacy that you

would like to share with me? I will be sending you a copy of the transcript of this interview once I receive it for your review. If I have questions later in the study, may I contact you to request clarification or elaboration on the topics we discussed today?

Second Interview

Introductory remarks: Thank you again for meeting with me today to discuss higher education leadership legacies.

I plan to record and transcribe our interview as I did last time. I will do all I can to protect your confidentiality. You will not be identified by name in any report or article created from these data.

Introductory Questions

1. Do you have any questions or comments since our first interview?
2. Is there anything you want to follow up on regarding the first interview?
3. [Refer to areas for clarification from the last interview, if any. Probe for information not received during the first interview.]

Research Question 2: What are the antecedents of generativity motivation in the leadership of female higher education leaders in midlife?

1. Last time we talked about your desire to leave a leadership legacy at [research site] and the specific higher education leadership legacy you'd like to leave. Today, I would like you to consider what motivated you to want to leave a legacy of your higher education leadership. Please think about your upbringing, the people you've known both personally and professionally, the media you've consumed, your faith, and your experiences. What do you think influenced you to want to leave a higher education leadership legacy now?

   (a) How, if at all, do you think ..?.. influenced you to want to leave a higher education leadership legacy now?

      1. Your mother and/or father (or other person(s) who primarily raised you)
      2. Other family members
      3. A person (or persons) from outside of your family
      4. A teacher, professor, or administrator at a school, college, or university
      5. A role model(s) – either someone you knew or a public figure
      6. Media (real and fictional, including specific films, books, and magazine stories)
      7. Your faith

   (b) Who or what else influenced you to want to leave a leadership legacy now?

(c) Would you say that your motivation to leave a leadership legacy was shaped mostly from others, from within yourself, or from a combination of the two?

2. Suppose that I am a child who wants to become a higher education leader when I grow up. What do you think would be some of the ways I could be motivated to leave a leadership legacy when I assume higher education leadership someday?

3. Suppose I am a younger faculty member at a college or university with aspirations to assume a higher education leadership role down the road. What would be some of the ways I could be motivated to leave a leadership legacy when I assume higher education leadership someday?

Research Question 3: What environmental factors within a college or university setting facilitate or inhibit generativity in leadership?

1. Now I would like you to consider the environment in which you work and how that may affect your motivation and ability to leave a higher education leadership legacy. To begin, how, if at all, do you believe [research site] demonstrates its commitment to promoting future generations?

2. What would you need [research site] to do, if anything, to help you be motivated to and eventually realize your intended personal leadership legacy?

   (a) How, if at all, do you believe [research site] fosters, supports, and/or sustains your motivation to leave your intended higher education leadership legacy?
   (b) How, if at all, do you believe [research site] interferes in your motivation to leave your intended higher education leadership legacy?
   (c) What do you need [research site] to do, if anything, to help you realize your intended personal higher education leadership legacy?
   (d) How, if at all, do you believe [research site] interferes or will interfere with your achievement of your intended higher education leadership legacy?

3. How, if at all, do you believe colleges and universities can foster, support, and sustain their leaders in their efforts to leave a higher education leadership legacy?

   (a) What is the ideal situation in which a higher education leader can succeed in leaving an enduring personal higher education leadership legacy?

4. Some people might say that a college or university can have no effect on whether one of its leaders succeeds in leaving an enduring personal higher education leadership legacy. What would you say to them?

Closing remarks: I have no further questions. Do you have anything more you would like to share or to ask me before we conclude our interview? I will be sending you a copy of the transcript of this interview once I receive it for your review.

Thank you for your time.

Appendix C: Secondary Source Interview Guide and Questions

Introductory remarks: Thank you for agreeing to talk with me about [name of informant's] leadership legacy. [Name of informant] has invited you to speak with me to support my research. I am interested in learning about [name of informant's] higher education leadership legacy. I am very interested to talk with you about your perceptions.

I need you to review and complete an informed consent form before we get started. This form describes in great detail the nature of this research and asks you to consent to participate.

[Pause to allow participant to read and sign two copies of the informed consent form. Give one copy of the signed form to the participant.]

Do you have any questions?

I plan to audiotape record and transcribe our interview. I will do all I can to protect your confidentiality. You will not be identified by name in any report or article created from these data.

I will turn on the recorder now. [Test recording.]

1. As we begin the interview, please tell me how long you have worked at [research site].
2. Tell me about your role at [research site].
3. How long have you known [name of informant]?
4. Please describe your relationship with [name of informant].
5. What would you say [name of informant's] core leadership values are?
6. What do you believe [name of informant's] influence is on others?
7. Describe [name of informant's] higher education leadership legacy.
8. How have you personally experienced [name of informant's] higher education leadership legacy?
9. How do you believe [name of informant] will be remembered as a leader?
10. For what, specifically, do you believe she will be remembered?

Closing remarks: Thank you for sharing this information with me. Is there anything else you'd like to tell me about [name of informant's] higher education leadership legacy? I will be sending you a copy of the transcript of this interview once I receive it for your review. If I have questions later in the study, may I contact you to request clarification or elaboration on the topics we discussed today?

I would like to share with you my contact information and the contact information both at George Mason University and at [research site] in case you have any questions or concerns about your rights as a research participant or if you wish to report a research-related injury.

Thank you for your time.

Appendix D: Immediate Post-interview Review

Informant:

Interview:

Date of Interview:

Place:

1. Record details about the setting and informant:

2. Record observations about interview. Under what conditions?

3. How did the interviewee react to questions?

4. How well do you think you did asking questions?

5. How was your rapport?

6. What was the quality of the information received?

7. Did you find out what you really wanted to find out in the interview? If not, what was the problem? Poorly worded questions? Wrong topics? Poor rapport?

Source: Patton (2002), p. 385.

Appendix E: Methodology

This appendix describes in detail the methodology I used to conduct my case study. Before getting into the particulars, it is important to draw attention to the sampling limitations of my study. My sample was limited to women leaders. Without any comparative data on midlife male higher education leaders, it is difficult to make more general claims about gender-linked leadership beliefs and practices. Furthermore, I conducted my study at only one higher education institution. With an N of one, it is difficult to make strong claims about the influence of certain factors or not. These limitations do not diminish the study in terms of what it accomplished. However, it is necessary to keep them in mind when interpreting the data and seeking broader claims implications from my findings.

Below are my rationale and methodology for delimiting the case; criteria for study participation; strategies used to strengthen the trustworthiness of my study; ethical considerations; strengths and limitations of case studies; a detailed description of my research design; the criteria I used for interpreting my study's findings; and delimitations.

Theoretical Sampling: Delimiting the Case

The single most defining characteristic of case study research lies in delimiting the object of study – the case (Merriam, 1998). As Stake (2005) suggested, "The name 'case study' is emphasized … because it draws attention to the question of what specially can be learned about the single case" (p. 443). According to Yin (2003b), "No issue is more important than defining the unit of analysis. 'What is my case?' is the question most frequently posed by those doing case studies" (p. 114).

I considered many factors in delimiting the case for this study. To begin, the case is a thing, a single entity or unit that is bounded (that is, around which there are boundaries). According to Merriam (1998), "I can 'fence in' what I am going to study" (p. 27). The case, then, could be a single program, group, school, community, a specific policy, or even one person. Miles and Huberman (1994) suggested that the case is a "phenomenon of some sort occurring in a bounded context" (p. 25). Stake (1995) made the distinction between a case and other topics for research. A child, a classroom of children, or even all the schools in a country can be a case, Stake suggested. However, "A relationship among schools, the reasons for innovative teaching, or the policies of school reform are less commonly considered a case. These topics are generalities rather than specifics" (Stake, 1995, p. 2). The case for my study, following Merriam, Stake, and Miles and Huberman, was a complex, bounded, and functioning thing. To that end, I studied female higher education leaders in midlife at one institution of higher learning in the United States.

Perhaps the most unusual aspect of case study is the selection of cases to study. According to Yin (2003b), "Selecting the case or cases to be studied is one of the most difficult steps in case study research" (p. 9). That may be because, as Stake (1995) suggested, "Case study research is not sampling research. We do not study cases primarily to understand other cases. Our first obligation is to understand this one case" (p. 4). Merriam (1998) suggested that there are two steps in case selection. First, the researcher must select the case to be studied. Then, unless the researcher plans to interview, observe, or analyze all of the people, activities, or documents within the case, he or she will need to do some sampling within the case. The researcher first identifies the case – the bounded system, the unit of analysis – to be investigated (Merriam). Within every case there exist numerous sites that could be visited, events or activities that could be observed, people who could be interviewed, documents that could be read. A sample within the case needs to be selected before the data collection begins.

I considered numerous random and purposeful sampling techniques. Ultimately, I chose to use snowball, chain, or network sampling for my study, the most common form of purposeful sampling according to Merriam (1998). Snowball/chain/network sampling asks each participant to refer the researcher to other participants. As Patton (2002) said of this strategy, "By asking a number of people who else to talk with, the snowball gets bigger and bigger as you accumulate new information-rich cases" (p. 237). I chose a snowball/chain/network sampling for my study because I was inspired by two notable works that I admire tremendously and that employed this technique: Peters and Waterman's (1982) *In Search of Excellence* and Rosabeth Moss Kanter's (1983) in *The Change Masters*. Moreover, I had confidence in this sampling technique because, following Merriam and Patton, it is the most common form employed by case study researchers.

The size of the sample in a case study is often baffling to researchers. According to Merriam (1998), "Invariably, the question of how many people to interview, how many sites to visit, or how many documents to read concerns…qualitative researcher(s)" (p. 64). Determining sample size depends upon the questions being asked, the data being gathered, the analysis in progress, and the resources available to support the study. "What is needed is an adequate number of participants, sites, or activities to answer the question posed at the beginning of the study," Merriam suggested (p. 64). Patton (2002) mused that qualitative inquiry is rife with ambiguities and that "nowhere is this ambiguity clearer than in the matter of sample size" (p. 242). However, Patton added, "there are no rules for sample size in qualitative inquiry" (p. 243). Fortunately, Patton suggested, "The validity, meaningfulness, and insights generated from qualitative inquiry have more to do with the information richness of the cases selected and the observational/analytical capabilities of the researcher than with sample size" (p. 245). Still, that leaves many case study researchers in a quandary about sample size. Stake (2006), at last, was willing to draw a clear line in the sand:

> The benefits of multicase study will be limited if fewer than, say, 4 cases are chosen, or more than 10. Two or three cases do not show enough of the interactivity between programs and their situations, whereas 15 or 30 cases provide more uniqueness of interactivity than the research team and readers can come to understand. (p. 22)

Thus, though sample size depends entirely on the study at hand, case studies that sample four to ten cases, as Stake (1995) suggested, are manageable and if chosen carefully, should produce rich data for analysis and interpretation. Regardless, the case study must have a sufficient number of informants to achieve saturation so that the investigator has a rich description of the phenomenon of interest (Cresswell, 2003).

My study drew six informants employed at one institution of higher learning, a number of informants consistent with Stake (1995), that enabled me to achieve data saturation, and that was manageable for me as a sole investigator. My goal was to gain my informants' perspectives on generativity in higher education leadership.

Criteria for Participation in My Study

The main criteria for participation in the study, based upon the review of literature on midlife, generativity, and leadership, and following the qualitative research methodology of Grace-Odeleye and Osula (2007), who also studied female leaders in higher education, was that informants had to self-identify as:

1. Female
2. In later midlife as defined chronologically (linearly) as between the ages of 50 and 64
3. Being in midlife (self age identification – a non-linear definition of midlife)
4. Currently employed at the higher education institution that served as the research site
5. Experienced with a minimum of 20 years in higher education
6. Experienced as a supervisor
7. Experienced with a history of extensive committee or group work
8. A highly visible leader who holds a visible leadership position within the institution
9. Having made high level of administrative contributions to the higher education institutional community
10. Motivated to leave a leadership legacy

Trustworthiness

All research is concerned with producing valid and reliable knowledge. However, the reliability and validity stakes are especially high in educational research. As Merriam (1998) suggested, being able to trust research results is especially important to professionals in applied fields such as education because "practitioners intervene in people's lives" (p. 198). Consumers of educational research need to be especially careful when applying research to their practice because they hold the sacred trust of those they serve; they need to know that the research results are trustworthy. According to Merriam, validity (how research findings match reality and are generalizable) and reliability (the extent to which research findings can be replicated) in educational research are concerns that can be approached "through careful attention to a study's conceptualization, the way in which the data were collected, analyzed, and interpreted, and the way in which the findings are presented" (pp. 199–200).
I increased the trustworthiness of my study by employing research design strategies described below in the following four categories: credibility, triangulation, transferability, and reliability.

Credibility

Credibility is the qualitative term typically used for internal validity (Janesick, 2000; Merriam, 1998). Internal validity is a construct that normally wrestles with the

question of how well the research findings match reality (Janesick, 2000; Marshall & Rossman, 1995; Merriam, 1998). It is concerned with whether investigators are observing and measuring what they think they are observing and measuring. I employed several credibility strategies to identify and describe the data accurately in my study. These included (a) preparing verbatim transcripts of interviews, (b) proofreading transcripts while listening to the recorded interviews, (c) member-checking with each interviewee to ensure the accuracy of the transcripts, and (d) consulting with three peer debriefers to ensure that I correctly interpreted the data.

Triangulation

Triangulation strengthens a study by combining methods. It serves to clarify meaning by identifying different ways the case is being seen. It has generally been considered a process of using multiple perceptions to ensure trustworthiness and to verify the repeatability of an observation or interpretation (Denzin & Lincoln, 2005). I triangulated both my data collection and the data analysis to increase my study's trustworthiness. Triangulation techniques included the use of multiple (a) methods of data collection (interviews and documents), (b) informants (six), (c) kinds of interview subjects (informants and secondary sources), and (d) analytic techniques (within-case and cross case analysis; theoretical and comparative analysis).

Transferability

Transferability is concerned with the extent to which a project's findings can be applied to other contexts, settings, populations, or situations. In other words, the issue of external reliability in qualitative research centers on whether it is possible to generalize from a single case or from qualitative inquiry in general, and if so, how? To establish transferability, I employed three techniques suggested by Merriam (1998). These were rich, thick description; multiple cases; and data collection and analysis procedures.

Rich, thick description for each female higher education leader in midlife is provided in my full report and summarized in the pages of this text. Merriam (1998) suggested that rich, thick description (providing sufficient description so that readers will be able to determine how closely their situations match the research situation) can enhance the possibility of results of qualitative study supporting working hypotheses. The detailed information included in my report allow for transferability of the findings into a larger import. Using multiple cases, or in my study interviewing more than one female higher education leader in midlife, allowed readers to note the transferability of findings across cases. Using more than one case to study the same phenomenon strengthened the transferability of my study's findings.

Furthermore, I developed and implemented specific procedures for my data collection and analysis processes. The detailed procedures followed for each case and described later in this appendix further ensured the transferability of my study's findings.

Reliability

Reliability in the social sciences is "problematic," Merriam (1998) warned, because human behavior is never static (p. 205). Reliability in a research design is based on the assumption that there is a single reality and that studying it repeatedly will yield the same results. This is a central concept of traditional experimental research, which focuses on discovering causal relationships among variables and uncovering laws to explain phenomena (Merriam). "Qualitative research, however, is not conducted so that the laws of human behavior can be isolated," Merriam warned (p. 205). Rather, qualitative researchers seek to describe and explain the world as those in the world experience it. There are many interpretations possible of what is happening; thus, there is no benchmark by which to take repeated measures and to establish reliability in a traditional sense. The question of reliability in a qualitative study, then, is not whether findings will be found again, Merriam suggested, but whether the results are consistent with the data collected. For these reasons, I used multiple techniques to ensure that results of this study are dependable. These followed Merriam and include clarification of my position and the use of an audit trail.

Clarification of the researcher's biases is a way to ensure that the findings are credible (Guba & Lincoln, 1981; Merriam, 1998; Patton, 2002). The investigator should explain the assumptions and theory behind the study, his or her position, the basis for selecting informants and a description of them, and the social context from which data were collected. That is because every researcher brings his or her experiences, background, biases, and motivation to the study. This is particularly true for interviews where the perceptions of the interviewer are part of the data collection. The act of acknowledging the researcher's assumptions and theoretical orientation helps counter the tendency of the researcher to incorporate his or her underlying biases and values. I made every effort to clarify my position and biases by articulating them at the outset of the project and including them in my report.

An audit trail is a detailed account of the data collection and analysis procedures (Merriam, 1998). Just as a business owner must ensure that detailed records are kept to be examined by an auditor, a researcher should accurately describe how data were collected, how patterns and themes were derived, and how decisions were made throughout the inquiry. Therefore, my report contains a detailed account of my data collection and analysis procedures. This audit trail enabled my study's peer debriefers to understand and evaluate the processes of my study and may be useful for other researchers who wish to conduct a similar study.

Construct Validity: Peer Debriefers

Palmer (1991) pointed out that intellectual work is not scholarship until it passes three tests. It must be directed outward, it must add to an existing knowledge base, and it must be subject to the scrutiny of others. To that end, I solicited the scrutiny of others and triangulated my data analysis through the use of three peer debriefers.

Peer debriefing is a technique that is consistent with Patton (2002), who suggested that having two or more persons independently analyze the same qualitative data and compare their findings can reduce systematic bias and distortion during data analysis (p. 560). Yin (2003a) also advocated using a triangulated data analysis strategy, encouraging investigators to have others review a draft of the case study report. According to Yin,

> To represent different perspectives adequately, an investigator must seek those alternatives that most seriously challenge the design of the case study. These perspectives may be found in alternative cultural views, different theories, variations among the people or decision makers who are part of the case study, or some similar contrasts. (p. 164).

Lincoln and Guba (1985) also suggested that it is worthwhile for the investigator to ask if the logical inferences and interpretations of the study make sense to others for the purpose of increasing the strength of investigator assertions.

As a construct validity technique, I sought the analysis and input of three key informants who served as peer debriefers. This technique of asking colleagues "to comment on the findings as they emerge" was employed to enhance the internal validity of the current research (Merriam, 1998, p. 204). The peer debriefers for this study provided different needed viewpoints to the analysis (Wolcott, 2001). Specifically, I asked them to comment on the following questions:

1. Is the research problem clear?
2. Are the research questions clear?
3. Is there evidence of an adequate literature review?
4. Is the methodology appropriate to the research questions?
5. Is the research designed appropriately?
6. Were the data relevant to the research problem and questions?
7. Were data correctly analyzed?
8. How, if at all, could the data analysis be improved?
9. Is the document composed well (grammar, word choice, appearance, length, references)?
10. Is the document easily readable?
11. Are the findings and discussions significant within the context of the current knowledge base foregrounding the topic?
12. Were the interpretations of the data congruent with the data collected?
13. Are the study's implications and conclusions justified?
14. Does the research abstract accurately reflect the aims, findings, implications, and conclusions of the study?

I provided the peer debriefers with codes, a question-by-question summary of interview responses, and access to the supplemental documents and the coded verbatim transcripts. I then sought feedback regarding my data analysis and interpretation. I also asked my peer reviewers to review my coding categories to determine if the reported data and interpretation of data accurately reflected the case study informants' perspectives. I furthermore provided my peer debriefers with the key and secondary findings of the study, the eight working hypotheses, and the emergent theoretical framework. Peer debriefed feedback and insights were then incorporated into the final

research report, and in so doing, contributed to the "accuracy and completeness of the researcher's data collection and data analysis procedures" (Spillett, 2003, p. 2).

Ethical Considerations of Case Study

Case studies put a lot of responsibility squarely on the shoulders of the researcher as she or he is the primary instrument for gathering and analyzing data. The investigator as a human instrument is inherently flawed; case study researchers will make mistakes, miss opportunities, and sometimes, let their personal biases interfere with their work. As Merriam (1998) pointed out, "Human instruments are as fallible as any other research instrument" (p. 20). To make matters even more challenging, training in observation and interviewing, though necessary skills for a case study researcher, are "not readily available to aspiring case study researchers," (Merriam, 1998, p. 42). That leaves many case study researchers learning how to conduct case studies on their own.

Guba and Lincoln (1981) warned that there is an "unusual problem of ethics" in case studies because a case study writer could (either purposely or unintentionally) select from among available data and make a case for virtually anything he or she wished could be illustrated (p. 378). According to Merriam (1998), "Both the readers of case studies and the authors themselves need to be aware of biases that can affect the final product" (p. 42). Case study researchers, for instance, must value all of the data they collect and not ignore important research findings because they do not support their own positions or beliefs. They must describe what they observe with objectivity. And they must be mindful of how their own reactions (both verbal and nonverbal) to what they see and hear may influence the quality and quantity of data they collect. As Merriam warned, "Opportunities …exist for excluding data contradictory to the investigator's views. Sometimes these biases are not readily apparent to the researcher" (p. 216).

Clearly related to this issue of bias is the inherently political nature of many case studies. MacDonald and Walker (1977) said that educational case studies in particular are often financed by people "who have, directly or indirectly, power over those studied and portrayed" (p. 187). Furthermore, there may be discrepancy between what people think they are doing, say they are doing, appear to be doing, and are actually doing. "Any research which threatens to reveal these discrepancies threatens to create dissonance, both personal and political," MacDonald and Walker said (p. 186). As Patton (2002) warned, individuals, including case study investigators, who are doing field work are usually not just doing so out of personal or professional interest. According to Patton,

> They are doing fieldwork for some decision makers and information users who may be either known or unknown to the people being studied. It becomes critical, then, that evaluators, funders, and evaluation users give careful thought to how the fieldwork is going to be presented. (p. 311)

Another ethical consideration in case studies is that the case study investigator is an intruder into the naturalistic environment and the intrusion itself may alter the situation being studied, sometimes in ways that raise ethical questions. According to Patton (2002), "The effects of observation [on the subject(s) being studied] vary depending upon the nature of the observation, the type of setting being studied, the personality and procedures of the observer, and a host of unanticipated conditions" (p. 326). The ethical issue at stake is not whether or not the investigator's intrusion occurs. As Merriam (1998) suggested, "The act of observation itself may bring about changes in the activity, rendering it somewhat atypical" (p. 215). The issue, then, is how to monitor the effect of the researcher's intrusion and to take the intrusion into consideration when interpreting data (Patton).

Protecting case study participants from harm is another extremely important area of ethical concern. The U.S. federal government has established regulations to protect human subjects in social science and other kinds of research. These regulations deal with ethical concerns common to all social science research: the protection of subjects from harm, the right to privacy, the notion of informed consent, and the issue of deception (Christians, 2005). Case study researchers are obliged to undergo training to learn what they must do and not do to protect their participants from ethical breeches. As well, case study researchers need to evaluate the nature and quality of their relationships with study participants. As Merriam (1998) suggested, "Obviously, whenever the investigator holds great power and control, there is a danger of abuse and thus a great need for guidelines and regulations" (p. 213).

The standard data collection techniques used in case study research of interviewing and of observation present their own ethical dilemmas (Merriam, 1998). As Stake (1994) suggested, "Qualitative researchers are guests in the private spaces of the world. Their manners should be good and their code of ethics strict" (p. 244). Interviewing in particular carries with it both risks and benefits to the informants. As Merriam said, "Respondents may feel their privacy has been invaded, they may be embarrassed by certain questions, and they may tell things they had never intended to reveal" (p. 214). In-depth interviewing may, in fact, lead to long-term effects unintended by the case study researcher. An interview may worsen or improve the condition of respondents even long after the interview, depending upon what the participant shares, reveals, or understands both during and after the data collection process (Merriam).

Disseminating case study research findings also carries with it a number of ethical concerns. For example, if the research was sponsored, the investigator makes the report to the sponsoring agency and loses control over the data and its subsequent use (Merriam, 1998). Cassell (1978) pointed out that research that is, for example, on deviant or disadvantaged groups could be used to provide a rationale for withholding assistance to those groups. Exposure of a case through publication or other means of dissemination also poses several risks. For example, there may be a possibility of presenting the case in a manner that is offensive to the participants. Anonymity, also, may be breeched unintentionally. According to Punch (1994), "The cloak of anonymity …may not work with insiders who can easily locate the

individual concerned or, what is even worse, claim that they can recognize them when, they are, in fact, wrong" (p. 92).

Furthermore, case study researchers may have to field ethical curve balls that they did not see coming at the onset of the research process. As Merriam (1998) pointed out, "No regulation can tell a researcher when the questioning of a respondent becomes coercive, when to intervene in abusive or illegal situations, or how to ensure that the study's findings will not be used to the detriment of those involved" (p. 219). Informants themselves may do or say things during the case study process that carry ethical implications. Still, in the end, the burden of producing a study that has been conducted and disseminated in an ethical manner lies strictly with the individual investigator.

Protecting the informants in my study weighed heavily on my mind throughout the research process. The informants for this study are in highly-visible positions of leadership. They are privy to sensitive information and they have reputations to safeguard. I believed that taking steps to ensure their confidentiality would improve the quality of interaction at the interviews and consequently, the data collected. Because of the number of female leaders in later midlife at the research site is relatively low, I had to take great care so as not to reveal the identities of the informants for this study. Interview tapes, voice files, transcripts, and other identifying documents were coded with pseudonyms and the pseudonym key was known only to me and password protected. I kept tangible materials related to this study, including tapes and paper files, in a locked filing cabinet in my office. Moreover, I made the decision not to identify the research site or to reveal too much information about it, but rather, to describe it in broad terms. Similarly, exact titles and other identifying information that may reveal the identity of the informants were omitted from this report.

Finally, before approaching the panel of nominators for the study, I completed mandatory training on protecting human subjects in research offered by the George Mason University Human Subjects Review Board. I also applied for and secured written permission from the research site's Office of Institutional Research and from George Mason University's Human Subjects Review Board before beginning my study.

Strengths and Limitations of Case Study

Case study offers researchers many outstanding and attractive features already described above. Notably, case study offers researchers a means of investigating complex social units consisting of multiple variables of potential importance in understanding the phenomenon (Merriam, 1998). It is anchored in real-life situations, resulting in a rich and holistic account of a phenomenon. According to Merriam, case study "offers insights and illuminates meanings that expand its readers' experiences. These insights can be construed as tentative hypotheses that help structure future research; hence, case study plays an important role in advancing a field's knowledge base" (p. 41). Moreover, the value and overarching strength of case study lies in facilitating appreciation of uniqueness, complexity, and contextual embeddedness of events

and phenomena (Schram, 2003). Clearly, case study offers many strengths as a research approach, no doubt explaining its popularity in education and other fields.

Ironically, the very features of case study that provide the rationale for selecting it and that make it so attractive to researchers like me also present certain limitations in usage (Merriam, 1998). For example, the case study investigator determines the amount of description, analysis, or summary material. Although rich, thick description and analysis of a phenomenon may be desired, the investigator may not have the time or the money to devote to such an undertaking. And, even assuming that time and money are in sufficient supply, the end product may be too lengthy, too detailed, or just too unwieldy to be of practical use. Few research consumers would want to wade through weighty tomes of rich, thick description. As Yin (2003a) suggested, a frequent complaint about case studies is that "they take too long and result in massive, unreadable documents" (p. 11).

Guba and Lincoln (1981) warned that case studies can misrepresent themselves or mislead readers. For example, case studies can oversimplify or exaggerate a situation. They can lead the reader "to erroneous conclusions about the actual state of affairs," (Guba & Lincoln, 1981, p. 377). Furthermore, Guba and Lincoln warned, case studies tend to "masquerade as a whole when in fact, they are but a part – a slice of life" (p. 377). As Stake (1995) suggested, "Case study seems a poor basis for generalization…the real business of case study is particularization, not generalization" (pp. 7–8). Yin (2003a) added that a common concern about case studies is that they provide little basis for scientific generalization.

Yin (2003a) suggested that another limitation of case study is that we have little means available of screening or testing for an investigator's ability to conduct good case studies. "Too many times, the case study investigator has been sloppy, has not followed systematic procedures, or has allowed equivocal evidence or biased views to influence the direction of the findings and conclusions," Yin warned (p. 10). In fact, lack of rigor is perhaps the greatest concern and greatest cause for disdain among many research investigators; qualitative studies are limited by the sensitivity and integrity of the investigator (Merriam, 1998). According to Yin, "People know when they cannot play music; they also know when they cannot do mathematics beyond a certain level; and they can be tested for other skills, such as the bar examination in law" (p. 11). However, Yin, suggested, there is no way to test an investigator to determine whether he or she is adept at conducting case studies. Hoaglin, Light, McPeek, Mosteller and Stoto (1982) suggested that most people think they can conduct a case study and nearly all people believe they can understand one. "Neither view is well founded" they said (p. 134). And, for better or for worse, the case study investigator is left to rely on his or her own instincts and abilities throughout most of the research; that is a strength in many cases but also another limitation of this methodology (Merriam).

Hamel (1993) succinctly summarized the key limitations of case study: "The case study has basically been faulted for its lack of representativeness…and its lack of rigor in the collection, construction, and analysis of the empirical materials … This lack of rigor is linked to the problem of bias…introduced by the subjectivity of the researcher" (p. 23).

I implemented numerous strategies that ensure the credibility, generalizability, and auditability of my study. These are described in detail in this appendix.

Research Design

Research design is much more than a work plan (Yin, 2003a). It is, as Yin suggested, a "blueprint of research" (p. 21). For case studies, Yin described five components of research design that are especially important:

1. A study's questions
2. Its propositions, if any
3. Its unit(s) of analysis
4. The logic linking the data to the propositions
5. The criteria for interpreting the findings

This section addresses the five components of my research design suggested by Yin (2003a) and many other aspects of the research design relevant to my study, including the procedures, data collection strategy, and analysis criteria.

Nonetheless, I was aware that any research design must also account for the possibility of glitches, curve balls, and new discoveries along the way. As Lincoln and Guba (1985) suggested, the term *design* suggests a very specific blueprint, but "design in the naturalistic sense … means planning for certain broad contingencies without, however, indicating exactly what will be done in relation to each" (p. 226). Therefore, my research design included planning for broad contingencies.

Recapitulation of the Purpose of the Study

The purpose of my case study was to understand the nature, antecedents, and support of generativity in the leadership of female higher education leaders in midlife. I undertook this study to fill the need for research about generativity in leadership and particularly, among the women who lead our institutions of higher learning.

A goal of my research was to develop an understanding of how and why female higher education leaders in midlife are generative and how they believe the institutions that employs them either support or thwart their generativity.

Recapitulation of the Theoretical Framework

Erik Erikson's (1950) generativity theory served as the theoretical framework for my study. There is a great deal that we do not know about how generativity influences leadership, in higher education and elsewhere. My study sought to add to a slim but greatly needed body of empirical knowledge. Furthermore, my study relied upon a post-industrial theoretical framework of leadership influenced by Astin and Leland's

(1991) cross-generational study of leaders and leadership through empowerment and collective action.

Propositions and Assumptions

The underlying proposition of my study was that generativity is a desirable characteristic in higher education leadership, one that is worth developing, fostering, and supporting. A further proposition of my research was that higher education leaders should want to be generative for their own sake. My study propositioned that what's good for the higher education institution is good for the higher education leader; colleges and universities should want their leadership to be generative and higher education leaders should want to be generative, too.

I was also aware that assumptions exist in every study, including mine. As Schram (2003) warned,

> Assumptions are inevitably and insistently present throughout the process of inquiry. They represent an invariable component of research that is not inherently good or bad but does impact how you pose questions and compose fieldwork. Left unexamined, assumptions may lead you to focus on what you think is going on in a setting and prevent you from seeing what is actually happening. Giving your assumptions the meaningful attention they deserve can make you aware of how they may be shaping your inquiry and its outcomes. (p. 83)

Consistent with Schram (2003), I disclose the following eight assumptions:

1. I was aware of and sensitive to the concept that gender is not always a simple matter to define. I accepted the informants' self-identification as *female* as sufficient evidence of their gender for the purposes of my study and assumed that the informants were female.
2. I assumed that the informants met all of the additional criteria for selection based upon their word. Informants were required to have a minimum of 20 years of experience in higher education, supervisory experience, a history of extensive committee or group work, high visibility as leaders within the institution, and a high level of administrative contributions to the higher education community. They also had to be between the ages of 50 and 64 and self-age identified as being in midlife. I assumed that leaders who said they met these criteria indeed did and required no external proof or corroborating evidence.
3. I assumed that someone, something, or a combination of relationships and/or experiences leads to generativity motivation in midlife women. This assumption is consistent with Peterson and Stewart (1996), who said that an antecedent of generativity motivation in midlife women is a supportive mentor such as a teacher or boss during young adulthood who likely encourages one's psychological growth.
4. I assumed that generativity motivation is a psychosocial phenomenon and not biologically based or a random occurrence. This assumption is consistent with Erikson (1950), McAdams (2001), and other generativity scholars.
5. I assumed that higher education institutions that want their leadership to be generative need to support and sustain the generative efforts of their leaders. According to McAdams (2001), "Adults can be generative only in social arenas

that sustain their generative efforts" (p. 396). Following McAdams, I assumed that generative higher education leaders thrive in colleges and universities that sustain their generative efforts and that it is possible for institutions of higher learning to thwart leadership generativity motivation, either intentionally or unintentionally.

6. I assumed that a leader can be highly motivated to be generative but not be generative. Peterson (1998) and Peterson and Stewart (1996) argued that generative motivation should be distinguished from generative realization. My study also made this distinction. I assumed that was possible that the informants can be motivated to be generative (and even feel that that they have the capacity for generativity), but that they may believe that they have been unable to achieve their generativity goals.
7. I assumed that generative chill is possible and that informants taking part in the study may have experienced it. This assumption followed Snarey (1993), who described generative chill as the manifestation of anxiety and dread that becomes increasingly salient as one navigates through midlife. Generative chill is caused by a threatened loss of one's generative products, Snarey said.
8. I assumed that the informants' generativity may be categorized as largely communal, largely agentic, or that it may be a well-balanced combination of the two. This assumption followed Kotre (1984), who identified communal modes of generativity as involving nurturance and care for others. Agentic modes, on the other hand, encompass creative and/or powerful extensions of the self, as in some forms of leadership, entrepreneurial activity, or scientific achievement. My study also made this distinction.

Explaining the Investigator's Position

As previously mentioned, it is important for me to explain not only my assumptions but also my theoretical orientations related to the study, my opinions and relation to the group being studied, and the basis for selecting female higher education leaders in midlife as the specific population studied (LaCompete & Preissle, 1993; Merriam, 1998). My review of literature indicated that generativity is a positive psychosocial feature of midlife (Erikson, 1950; McAdams, 2002). Consequently, it was my assumption that a qualitative study of female higher education leaders in midlife would reveal that they perceive themselves as generative and that their generativity plays a major role in their leadership. This assumption led me to study Erikson's theory, which has been used in the few studies available that address generativity in leadership and particularly in institutions of higher education, and to make it the theoretical framework for this study. Moreover, the extensive review of literature on leadership theory led me to Astin and Leland's (1991) post-industrial theoretical framework emphasizing collaboration. This framework fit with higher education as collaborative environments and with my personal core leadership value that emphasizes empowerment through collective action.

The decision to interview female higher education leaders in midlife in this study stemmed from the fact that I also was serving in a highly visible leadership role at an institution of higher learning (though not the at the research site that serves as the context for my study). I wanted to explore the experiences of these female higher education leaders in midlife to understand better whether and how generativity plays a part in their leadership. The generativity of these women was of particular interest to me because I am myself a generative individual. It was intriguing to me to combine my interests in female leadership, higher education, and generativity into one study. Moreover, the decision to research generativity in leadership of female higher education leaders was based primarily upon my literature review and for personal and professional interests. I was not previously acquainted with any of the informants in the study but respected them greatly for having achieved a high level of leadership within the institution of higher learning that employed them. I welcomed the opportunity to have one-on-one time with them to discuss their leadership legacies and to gain their perspectives.

Furthermore, I disclose that I was attracted to case study as a methodology early on in my research process, and at the suggestion of one of my doctoral professors, because I believed that the strategy played to my strengths as a researcher. According to Yin (2003a), the desired skills of a case study investigator include the ability to ask good questions, to listen, to be adaptive and flexible, to grasp the issues beings studied, and to lack bias (pp. 58–62). Merriam (1998) said that the researcher must have an "enormous tolerance for ambiguity" and possess sensitivity (intuition) (pp. 20–21). Moreover, Merriam suggested that the case study researcher needs to be a good communicator, specifically, a person who can communicate warmth and empathy. I am a book and periodical author who has been interviewing subjects and analyzing and writing about their responses for nearly 30 years. I enjoy the process of meeting and interviewing people and analyzing and writing about the data I collect. I believed at the outset of my research study that I possessed all of the requisite skills to be an effective case study researcher.

Context

Each case to be studied is a "complex entity located in its own situation" (Stake, 2006, p. 12). Historical context is almost always of interest, but so are cultural, physical contexts, social, economic, political, ethical, and aesthetic contexts, Stake suggested. Following is a description of the context for my study.

The institution of higher learning that served as the research site for this study is a large public institution located in the Mid-Atlantic region of the United States. As of spring 2008, approximately 20% of the student population was international, hailing from more than 180 countries, and 55% of the student population was female. I have omitted the name of the college and identifying details from this report as a means to protect the identity of my study's informants.

Unit of Analysis: Population and Sample

Purposeful sampling occurs when an investigator selects a random sample from a specific population from whom the most can be learned (Patton, 2002). This type of sampling provides "information-rich cases" for in-depth study. Subjects are chosen specifically because they are sure to provide a wealth of information on a given topic. Because both the paradigm of naturalistic inquiry and the theoretical framework I chose for my study emphasize obtaining thick, rich description during data collection, purposeful sampling was most appropriate for my project.

Out of the many different types of purposeful sampling strategies that exist, I chose to use criterion-based selection. When using the criterion-based selection method, a researcher decides the essential characteristics necessary for the subjects of the study and then locates subjects based upon those characteristics (LaCompete & Preissle, 1993). The first criterion that guided the selection of informants who participated in this study was that each had to be between employed at the research site. The second criterion was that they had to be women between the ages of 50 and 64. The third criterion was that each of the informants had to self-identify as being in midlife. The fourth criterion was that the informant had to have significant experience working in a higher education environment; they each had to have a minimum of 20 years of such experience. The fifth criterion was that the informant had to be in an position of leadership as defined in the study; they had to be experienced as supervisors, experienced with a history of extensive committee work, a visible leader who holds a visible leadership position at the institution, and had to have made high level administrative contributions to the higher education community. The sixth and final criterion was that the informants had to self-identify as being motivated to leave a leadership legacy.

These criteria resulted in the selected sample of informants for this study. The sample of six informants in the study was comprised of individuals who met the selection criteria described above. Each had a minimum of 20 years of experience in higher education (at the research site and other colleges or universities), supervisory experience, a history of extensive committee or group work, high-visibility as leaders within their institution, and a high level of administrative contributions to the higher education community. The informants also were employed full time at the research site, women between the ages of 50 and 64, and self-age identified as being in midlife. They also agreed that they were motivated to leave a higher education leadership legacy. Each informant held a leadership title at the institution of or equivalent to that of associate vice president, associate chancellor, dean, provost, chief academic officer, program director, or registrar. In all, the six informants held offices on and worked predominantly at four different campuses or off-campus office buildings maintained by the institution. I was not previously acquainted with any of the informants in my study and assumed that they met the selection criteria at their own word, without requiring proof or corroborating evidence.

Secondary Sources

Each informant chose her own secondary source and invited him or her to participate in a separate interview with me focusing on the informant's core leadership values and higher education leadership legacy. The six secondary sources chosen by the informants were employed at the research site and had experience working directly with the informant for a period of at least several years. Five women and one man served as the secondary sources for my study. They held a variety of administrative and teaching positions at the institution and maintained offices at four different campuses of the research site. Secondary source interviews were conducted at the source's offices, conference facilities near those offices, and in one case at a public coffee shop, at that source's suggestion. I was not previously acquainted with any of the study's secondary sources.

Pseudonyms

I assigned each informant a pseudonym at the start of the study to protect her confidentiality. The pseudonyms I chose for this study were Cordelia, Desdemona, Juliet, Ophelia, Portia, and Titania. I assigned secondary sources pseudonyms that corresponded to each informant, for example, Cordelia2, Desdemona2, and so forth. I applied the appropriate pseudonym to code the data collected and used a password-protected identification key to link each informant's data to her identity. Only I had access to the identification key and was able to link the tapes, audio files, documents, or the transcripts of the interviews to a specific person. I kept the audiotapes, transcripts, handwritten notes, paper correspondence, and paper documents provided by or written about the informant or the secondary source in a locked file cabinet in my office. Computer files related to the study omit any identifiable personal information.

Interviews

The primary method of data collection was through 18 face-to-face interviews with informants and secondary sources. I describe my interview strategies below in the following categories: semi-structured interviews, interview guides, interviewing procedures, interviewing skills, recording and transcribing interviews, and interview data and storage.

Semi-structured interviews. According to Merriam (1998), interviewing is probably the most common form of data collection in education. There are several reasons to conduct in-depth interviews. As Merriam suggested, interviewing is necessary when we cannot "observe behavior, feelings, or how people interpret the world around them" (p. 72). And, following Patton (2002), interviews "allow us to enter into the other person's perspective," (p. 341). I believed that interviewing was an

especially effective strategy for my study because of the relatively small number of informants under consideration. As Merriam suggested, "Interviewing is … the best technique to use when conducting intensive case studies of a few selected individuals" (p. 72).

Dexter (1970) defined an interview as a "conversation with a purpose" (p. 136). The purpose of interviewing is to find out information from people that would not be known unless they were asked (Patton, 2002). Because feelings, thoughts, intentions, and previous events cannot be observed, interviewing allows the investigator to understand how a subject thinks, feels, and interprets the world around her (Merriam, 1998). Similarly, Stake (1995) suggested that because case studies are conducted to gather the perception and realities of others, interviews are the best way to capture the multiple realities of others.

I used semi-structured interviews for my study. This technique is in accordance with Yin (2003a), who suggested, "Although you will be using a consistent line of inquiry, your actual stream of questions in a case study interview is likely to be fluid rather than rigid" (p. 89). Semi-structured interviews allow the interviewer to introduce a set of topics and then ask focused questions to guide the discussion (Rubin & Rubin, 1995). The interview is less structured and the questions are more open-ended than in a highly-structured interview. The semi-structured interview is guided by a list of questions or issues to be explored but the order and wording of the questions is not predetermined as it is in a highly-structured interview (Merriam, 1998). Instead, the interviewer alters the order and wording of questions according to the way the actual interview transpires (Patton, 2002). The semi-structured interview offers flexibility in how and when the questions may be asked.

Although the semi-structured interview approach has some weaknesses, it is possible to compensate for them. Patton (2002) pointed out that because this interview format is less structured, it is possible that an interviewer may fail to discuss important issues because he or she did not list them on the interview guide. In addition, the flexibility in the wording and order of the questions may elicit different perceptions of the questions being asked and reduce the comparability of the responses (Patton, 2002; Yin, 1994). These weaknesses can be addressed by carefully constructing the interview guide, voice recording and transcribing the interviews, and corroborating the data gathered in the interview with other sources such as documentation and secondary sources. I determined that the semi-structured interview was appropriate for my study because I addressed the weaknesses inherent in the approach. I employed the techniques of recording and transcribing interviews, using a carefully constructed interview guide, and gathering corroborating data through secondary source interviews and a document collection.

Interview guides. I created and used interview guides that outlined the questions or topics that needed to be addressed. (See Appendices B and C.) In a semi-structured interview, the interview guide may consist of: some specific questions, some open-ended questions that could elicit longer answers, and a list of topics or issues that need to be addressed during the interview (Merriam, 1998; Patton, 2002). The order of the questions and topics during the interview depend upon the study's objectives, the sensitivity of the questions, the time allotted, and the person being interviewed. Merriam

suggested asking for neutral, descriptive information at the beginning of the interview such as basic demographic information or general descriptions of the phenomenon of interest and delaying the more subjective and personal questions. This strategy slowly engages the informant and sets the basis for more specific questions later in the interview (Merriam). Using an interview guide both for informants and secondary sources helped me to incorporate these suggestions into my study's interview process.

I developed the interview guides to help organize the data collection for this study. The questions in the guide were based upon the research questions for the study. Using an interview guide enabled me to guide the flow of the interview by asking focused questions and raising specific topics. It also provided some structure to the interview process for both me and the respondent. Three major categories were explored in the interview guide to elicit information from the informants. These were the nature of generativity, the antecedents of generativity, and the environment for generativity at the institution of higher learning. Because semi-structured interviews allow flexibility regarding the wording and order of questions (Patton, 2002), the interview guides did not reflect the exact way in which the questions were worded for each interview. The length of the interviews varied depending upon each respondent. However, the interviews for all six informants lasted between one and two hours each.

Interview questions had to be carefully constructed so they did not cause confusion or yield useless data (Merriam, 1998). Rubin and Rubin (1995) suggested using three types of questions: main, probing, and follow-up. Main questions address the main points and have direct correlation to the research questions being asked (Rubin & Rubin). I included queries about the informant's understanding and perceptions of a leadership legacy, their own desires and capabilities to leave a leadership legacy, antecedents to their leadership legacy motivation, and the role of the higher education institution in supporting their leadership legacies. Probing questions are asked to gain clarity or obtain further detail on a topic that the respondent has already addressed (Merriam, 1998; Rubin & Rubin, 1995). Follow-up questions are asked to discover the implications of responses to main questions (Patton, 2002; Rubin & Rubin, 1995).

I used all three types of questions in my interview process. Using this format helped reduce the probability of confusion or gathering useless data. I framed many of the interview questions as open-ended probes beginning with words like *what* and *how*. I chose these questions stems deliberately to elicit a descriptive narrative (Kvale, 1996).

Interview procedures. Following the procedures for semi-structured interviews suggested by Guba and Lincoln (1981), I conducted the interviews face-to-face. Guba and Lincoln asserted that the face-to-face and verbal interaction method is the most useful way to conduct an interview. Face-to-face communication allows the experiences of others to be better understood. Nonverbal clues given during a face-to-face interview are likely to provide more insight into the thoughts and feelings of the respondent, Guba and Lincoln suggested.

My interviews with the female higher education leaders in midlife taking part in this study lasted for as long as the respondents' schedules allowed within the two-hour

range. McCracken (1998) supported the long interview as a powerful research methodology for descriptive and analytic purposes. McMillan and Schumacher (1993) also supported this method of interviewing, especially with elite persons. Because the very nature of semi-structured interviews allows for flexibility in the content of the questions asked, the questions were not asked with the identical wording for every interview. However, certain aspects of the interviews remained consistent (Merriam, 1998). I always began with (a) sincere thanks for the respondent participating in the study, (b) an overview of the project, and (c) my assurance that they would not be identified by name in the study. The informed consent form was presented, read, and signed before the interview began. The first questions were always about the length of time the interviewee worked at the college and the position held. I employed this strategy in response to several sources that suggested starting with a general question of this nature because it opens the door to more specific conversations without getting too personal at the very beginning of the interview (Merriam, 1998; Miles & Huberman, 1994, 2001; Rubin & Rubin, 1995; Stake, 1995). At the end of each interview, I asked the informants if they wanted to share anything else related to the topics discussed or if they had any questions for me. This strategy ensured that I addressed the informants' concerns before the interview ended.

I interviewed each informant twice face-to-face at the informant's office between October 20 and December 15, 2009. Informants responded to my semi-structured questions using the format of the Informant Interview Guide and Questions (Appendix B) and received a copy of the questions to be asked in advance of the interview. These questions provided a lens for examining the informants' attitudes and beliefs about their generativity, the formative experiences from their pasts that they believed shaped their generativity, and their attitudes and perceptions about the environment for generativity at the research site and at higher education institutions more broadly. The first set of interview questions prompted informants to discuss their (a) backgrounds, (b) core leadership values, (c) concepts of and experiences with leadership legacies, (d) intended higher education leadership legacies, (e) inspirations and motivations for their intended legacies, (f) characteristics that they believe influenced their generativity, (g) capacity for leaving a leadership legacy, and (h) beliefs and attitudes about whether their intended higher education leadership legacies will come to fruition. Answers to the second interview questions provided greater understanding about the informants' beliefs about: (a) childhood generativity influences, (b) earlier career generativity influences, (c) developing generativity in future leaders, (d) the research site's generativity, (e) the research site's support of generativity in leadership, (f) impediments to generativity in higher education leadership, and (g) the ideal environment for higher education leadership generativity.

Each of the informant interviews lasted between 1 and 2 h. In all, I conducted and recorded 12 separate interviews with the six informants over a 9-week period, yielding slightly more than 18 h of recorded interviews.

I also interviewed each secondary source once during the same time period using the semi-structured interview format of the Secondary Source Interview Guide and Questions (Appendix C). I provided the list of questions to be asked at the interview to the secondary sources in advance. Secondary source interviews were also

face-to-face and typically lasted between 20 and 30 min. In all, I conducted and recorded six interviews with the six secondary sources yielding nearly three additional hours of recorded interviews.

I personally transcribed each of the 12 informant interviews and the six secondary source interviews verbatim within 72 h of each interview. I sent transcripts to each interviewee by email for member-checking and provided each interviewee with 2 weeks to suggest changes and corrections. Four interviewees requested changes in the transcripts. One informant suggested changes in grammar and in the spelling of a proper noun. Another elaborated briefly upon one of the topics of discussion. One secondary source suggested changes in grammar and spelling. Another asked that four brief remarks about a project be omitted. I made all of the changes in the transcripts that were requested by the informants and secondary sources, keeping a record of each one. Direct quotes from these interviews are inculcated later in this report to present the perspectives both of informants and secondary sources.

Interviewing skills. According to Dexter (1970) and Guba and Lincoln (1981), two factors are important for the interviewer to consider regarding the interview. The first factor is on-site dress and behavior. These scholars encouraged interviewers to be appropriately dressed for the interview and to arrive earlier than the scheduled time. I dressed professionally and arrived to every interview at least 15 min early. The second factor is the importance of listening during the interview process so that as much information as possible is retained. I listened carefully at each interview. The data from the interviews were recorded as suggested by several researchers (Merriam, 1998; Patton, 2002; Rubin & Rubin, 1995; Stake, 1995).

Recording and transcribing interviews. Audio recording gave me a complete and accurate record of each interview that I later used for transcription and as a reference for voice inflections and other nuances that my written notes did not capture (Patton, 2002; Rubin & Rubin, 1995). This information was also helpful during the data analysis phase of the study. Merriam (1998) and Patton suggested writing little or not at all during the interview and taking time immediately after the interview to write down reflective notes. This strategy provided me with the opportunity to listen attentively during the interview while at the same time retaining important thoughts immediately after the interview took place. I prepared a post-interview review (Appendix D) for each informant and secondary source interview within 2 h of each interview using Patton's recommended questions as a guide (p. 385).

Interview data storage. I took several steps after the interviews to ensure that I stored and managed the data properly for data analysis. I sent clarification emails and follow-up questions as needed when I had questions that needed to be answered. I uploaded the digital voice files to my computer and password protected them. I stored the paper files and audio tapes in a locked file cabinet in my office. After the interviews, I transcribed verbatim the data from the digital voice files into Microsoft Word. After transcribing documents, I contacted some of the participants to answer a few more clarifying questions. As well, I made notes after the first interview for follow-up questions to be addressed at the informant's second interview.

Documentation

There are different types of documents used for research purposes: public records, personal, and physical materials or artifacts (Merriam, 1998). Types of public record documents could include but are not restricted to published books, periodicals, public databases, government documents, public speeches, and mass media sources. Personal documents refer to "any first-person narrative that describes an individual's actions, experiences, and beliefs" (Bogdan & Biklen, 1992, p. 132). Such documents include letters, electronic mailings, autobiographies, travel logs, and videos. Physical materials or artifacts are also considered documents. These materials could include tools, utensils, or instruments of everyday living relevant to a research project. Merriam asserted that the term can apply to all forms of data not obtained directly in interviews or observations. I used public and personal records in my study.

Yin (1994) pointed out that documents used in a case study are most useful when used as a supplement to information gathered from other sources of data such as the interview. For example, Yin suggested that documents can be used to provide details to solidify information gathered from another source, verify titles and spellings of organizations referred to in interviews, and provoke deeper inquiry into a specific topic. Using documents to help garner some general information leaves more time during the interview process for more questions that could be answered only by the respondent. The personal documents of persons interviewed can also corroborate or reveal contradictions regarding their personal thoughts, feelings, and perceptions. There are many ways in which documentation is useful to the case study method, but it is most useful as a supplement to data collected from other sources.

Yin (1994) cautioned that even when using documents the way he suggested that documentation still has its weaknesses. First, it is possible that once some documents are discovered that they cannot be accessed. The difficulty of retrieving documents is considered to be a challenge and a weakness of documentation. Second, some documents may be biased due to the subjectivity of the person who created them. To address these weaknesses, Yin asserted that researchers consider the possible fallibility of each document examined and collect a wide variety of documents to use as data. Therefore, I attempted to access as many documents related to the topics and the information shared in the interviews as I could obtain.

Procedures, Instruments, and Data Collection

On September 1, 2009, I secured the necessary written permission and approval to conduct my study at the research site from that institution's Office of Institutional Research. I immediately submitted the requisite paperwork to the George Mason University Human Subjects Review Board, who granted its approval for me to conduct my study on September 7, 2009. I followed numerous procedures, instruments and data collection techniques described in the following categories: panel of nominators, informant selection, pilot study, informant interviews, recording interviews, request

for documents, request for secondary sources, post-interview reviews, transcribing the interviews, and member checking.

Panel of nominators. I used a multi-step process to select the sample population for my project based upon the instruction and guidance of numerous experts (Aberbach & Rockman, 2002; Dexter, 1970; Guba & Lincoln, 1981; Nesbary, 2000; Rubin & Rubin, 1995; Salant & Dillman, 1994). On September 8, 2009, I embarked on an initiative to create a panel of nominators for my study comprised of three high-ranking leaders at the research site. To do this, I employed a snowball/chain/network methodology as follows: The first high-ranking leader I approached was someone with whom I was already acquainted. That individual readily accepted the invitation and agreed to be a nominator. The next two individuals, also known to me, declined; one said that her schedule was already overflowing with prior commitments and that she lacked the time the project would require, the other declined because she said she did not feel that she was acquainted sufficiently with the women in leadership at the institution to make the nominations. I followed the chain or snowball of the first high ranking leader who had agreed to be a nominator and upon her recommendation, approached a fourth high-ranking leader at the institution with whom I was not previously acquainted. That individual also declined, noting that she lacked the time needed for the project. However, that individual pointed me to two colleagues whom she felt would be good nominators for my study. I followed the chain or snowball and invited the fifth and sixth high-ranking leader at the institution, neither of whom I knew. Both agreed to serve on my panel of nominators.

The three nominators were finally in place on September 25, 2009. I provided to each nominator a supply of letters of invitation into the study to that bore the stamp of the George Mason University Human Subjects Review Board. I asked each nominator to use that letter to invite as many individuals as they felt were qualified to participate in my study within the next 2 weeks. I also followed the chain or snowball of the prospective informants. As each female higher education leader in midlife volunteered for participation in the study, I provided her with letters of invitation into the study and asked her also to invite colleagues she felt were qualified to participate in the study.

Informant selection. By October 16, 2009, a total of eight prospective informants contacted me by email offering to take part in my study, as per the instructions in the letter of invitation. I determined that one respondent did not qualify for the study as by her own admission she lacked the requisite 20 years of experience in higher education; she had only 16 years of experience. I therefore eliminated her for consideration. I then randomly selected six informants from the remaining seven qualified nominees who volunteered for the study and began to make appointments for first interviews lasting 2 h each. Each interview was scheduled to be face to face and conducted in the informant's office. One more prospective informant volunteered for the study on November 4, 2009 but was too late to be considered. However, I reserved her contact information in the event that she would be needed as a study alternate.

Pilot study. I turned my attention to conducting a pilot study during the weeks when the nominators were actively seeking study participants. These pilot interviews occurred with two individuals and their secondary sources in late September and early October, 2009. The pilot study participants were my doctoral classmates who were well-acquainted with my project. They would have qualified for the study in every way except that they did not work at the research site but at other institutions of higher learning. I assigned them the pseudonyms Pilot One and Pilot Two.

The purpose of the pilot interview was to help me to identify the most provocative questions and the number of questions that I could ask comfortably within the designated 2-hour interview format with each informant. According to Merriam (1998),

> Pilot interviews are crucial for trying out your questions. Not only do you get some practice in interviewing, you also quickly learn which questions are confusing and need rewording, which questions yield useless data, and which questions, suggested by your respondents, you should have thought to include in the first place. (pp. 75–76)

The pilot study enabled me to try out my questions and to practice using interviewing skills, recording devices, and transcribing equipment and skills. As Stake (1995) suggested, "Trying out the questions in pilot form…should be routine" (p. 65). The pilot study revealed that the number of questions was appropriate for the time scheduled for each interview, both for informant and secondary source interviews. It suggested no changes in the questions in my interview guides but did allow me to become more comfortable both with my interview questions and the interview process.

One thing that came out of the pilot study is that I decided to incorporate more praise, reinforcement, and feedback to respondents in the interviews. According to Patton (2002), a common mistake among novice interviewers is failing to provide reinforcement and feedback. This means letting the interviewee know from time to time that the purpose of the interview is being fulfilled. As Patton said, "Words of thanks, support, and even praise will help make the interviewee feel that the interview process is worthwhile and support ongoing rapport" (p. 375). I reviewed the transcripts of the pilot interviews and noticed that I was guilty of this common mistake. I did not reinforce or provide feedback in the first pilot interview transcripts and decided to correct this in the subsequent pilot interviews. I then asked my pilot study participants if the feedback helped and learned that it did. According to informant Pilot One, the feedback, made a huge difference. She said, "I had no idea in the first interview whether I was on track or not. It was very reassuring to know that I was giving you the kind of information you were looking for." I used the technique of periodic feedback and reinforcement in my interviews from that point on both with study informants and secondary sources.

I also noticed in my review of the recorded interviews and the transcripts of the first interviews with pilot study participants that I took up a significant amount of air time. I actively tried to speak less at subsequent interviews, even when I had to allow informants to have significant pauses and gaps in their responses. I noticed using this technique that informants spoke more and that the quality of their responses improved. I learned further through the pilot study with Pilot One, who

speaks in a relatively soft voice, that placing the recording device even slightly nearer to the speaker improved significantly the quality of the voice recording. I also learned when transcribing the interviews with Pilot Two, who speaks relatively quickly, how to use transcribing software to slow the speed of the recorded interview in playback.

Informant interviews. With the pilot study completed and the sample selected, I began to schedule and conduct interviews with the six informants for my study. Arranging and following through on interviews with elite individuals can sometimes be very difficult due to their hectic schedules (Aberbach & Rockman, 2002; Berry, 2001; Dexter, 1970; Rubin & Rubin, 1995). Several times in the course of data collection, informants scheduled interviews that had to be rescheduled because of a conflict. Therefore, I waited until all of the interviews were completed before I notified the two qualified higher education leaders who volunteered to participate that they were not selected. All six informants initially invited to participate in the study followed through; therefore, no calls were made to the remaining two leaders asking them to participate.

One week before the scheduled date for the first of two interviews, each informant received by electronic mail (per specification of the informant) an informed consent form, the interview questions and a list of documents required. I also notified the study informants that I would send them the transcripts of their interviews for their review.

I conducted two interviews with each informant and one with each secondary source between October 20, 2009 and December 15, 2009. Interviews with the informants ranged from 90 minutes to two hours each; interviews with secondary sources were typically 20–30 min.

Recording interviews. I recorded all of the interviews with an Olympus Digital Voice Recorder model WS-400S. I also made a cassette tape recording of each interview using a Sony Cassette Recorder TCM929. I never used the cassettes transcription but they provided me with a back-up in case of a problem with the digitally recorded interviews.

Request for documents. I asked the informants to provide or point to documents that describe their backgrounds and leadership. According to Merriam (1998), "Documentary data are particularly good sources for qualitative cases because they can ground an inquiry in the milieu of the writer" (p. 126). Specifically, I asked informants to furnish or direct me to the following documents for review and study to help me learn more about their generativity:

- Resume or CV
- Biography of the informant, if available, used either inside and outside of the institution
- Articles and other documents the informant has published, if any, related to her leadership at the institution (or at another institution of higher learning).
- Articles and other documents written by others, if any, about the informant's leadership at the institution (or another institution of higher learning).

I also conducted independent research in an attempt to locate additional articles and other documents by or about the informants and their leadership. I found several articles about informants' leadership and one doctoral dissertation that described a leadership study in which one of the informants had participated.

Request for secondary sources. I provided each informant with a letter of invitation to the secondary source knowledgeable about the informant's leadership and asked that she invite one person to speak with me in a separate one-on-one interview. That letter of invitation bore the stamp of the George Mason University Human Subjects Review Board.

Secondary source interviews. I scheduled a 1-h interview with each secondary source before beginning the data analysis. I followed the same protocol for secondary source interviews as for informants; I provided questions for the second interview and the informed consent form one week prior to the date scheduled. Similarly, I secured the secondary source's informed consent before the interview; audiotaped and digitally recorded the interview; took notes during the interview; conducted an immediate post-interview review of the interview; transcribed the interview; checked, edited, and proofread the transcripts for accuracy; and employed the member-checking technique of asking secondary sources to review the transcripts.

At the completion of the data collection, I sent a thank-you note to the informants and secondary sources who took part in my study.

Post-interview reviews. I took few handwritten notes during each informant and secondary source interview but immediately afterwards conducted a post-interview review to record details about the setting and observations about the interview. According to Patton (2002),

> The immediate post-interview review is a time to record details about the setting and your observations about the interview. Where did the interview occur? Under what conditions? How did the interviewee react to questions? How was the rapport? Answers to these questions establish a context for interpreting and making sense of the interview later. Reflect on the quality of information received. Did you find out what you really wanted to find out in the interview? If not, what was the problem? Poorly worded questions? Wrong topics? Poor rapport? Reflect on these issues and make notes on the interview process while the experience is still fresh in your minds. (p. 384)

The post-interview review questions I answered after each interview may be found in Appendix D.

Transcribing the interviews. I transcribed the interviews verbatim within 72 h of each interview. As Merriam (1998) suggested, "Verbatim transcription of recorded interviews provides the best database for analysis" (p. 88). I chose to transcribe the interviews myself rather than hire a professional transcriber. This decision was consistent with Merriam, who suggested that the investigator has an intimate familiarity with the data that can be an advantage because a professional transcriber is unlikely to be familiar with terminology. Not having conducted the interview, a professional transcriber "will not be able to fill in places where the tape is of poor quality," Merriam warned (p. 88). As well, I chose to transcribe the interviews myself as a

means to becoming more familiar with and immersed in the data. I checked, edited, and proofread the transcripts for accuracy by reading the transcripts while listening to the recordings. I password protected all computer files. I also kept the paper files related to this study and cassette tapes of the interviews locked in a filing cabinet in my office.

Member checking. I sent the completed verbatim interview transcripts to each informant or secondary source by electronic mail for review. The email accompanying the transcript notified the participants that they had two weeks to send feedback to me regarding the transcripts before data analysis began. I asked informants to review the edited interview transcripts for accuracy and if they wished, to alter them to reflect more accurately their meaning and thinking. I employed this member checking strategy to enhance the trustworthiness of my study and completed it within two weeks of each interview (Cresswell, 2003).

Document collection. Another phase of collecting the data for this study was the acquisition of relevant documents. First, I conducted a thorough search through all major databases that were accessible including ERIC, ProQuest, and Emerald to find literature by or about the leadership of the informants in the study. In addition, I searched the website of the research site and Google to locate additional documents. I also asked each informant to compile a set of documents that consisted of as many of the following as were available: a resume or CV, biographies, and articles by or about the informant's leadership.

By the end of the data collection phase, the informants had submitted relatively few documents and I found only three more during an extensive online search for documents. Yin (1994) asserted that documentation should be used when a wealth of it can be obtained on a subject. In light of the lack of abundant documents, I conducted a document analysis only as a contextual framework and in support of the other data I collected.

Contingency plans. As Lincoln and Guba (1985) suggested, the term *research design* suggests a very specific blueprint, but "design in the naturalistic sense … means planning for certain broad contingencies without, however, indicating exactly what will be done in relation to each" (p. 226). Therefore, my research design included planning for three broad contingencies: design flaws, an insufficient number of informants, and informants leaving the study.

I conducted a pilot study with two informants to uncover design flaws. According to Yin (2003a), "Any revisions, of course, also may lead to the need to review a slightly different literature and to recast the entire study and its audience" (p. 66). While the pilot study did not reveal overall design flaws, I chose to alter my interviewing, recording, and transcribing techniques as a result of the pilot study, as described above.

I had a plan in place in the event that I encountered difficulty securing qualified informants for my study. In practice, I needed to make adjustments in both my strategy and timeline for securing both nominators and informants. First, I sought three nominators for the study and encountered difficulty securing them. Two of the indi-

viduals I originally had in mind to be nominators declined my invitation. Therefore, I had to employ the snowball technique following a chain of suggestions ultimately to identify and secure three qualified nominators. In all, establishing the panel of nominators took longer than I anticipated. Second, the pool of prospective informants for my study was insufficient by initial deadline of October 9, 2009 as only five qualified female higher education leaders in midlife had volunteered. I extended the deadline for nominations to October 16, 2009 and urged the panel of nominators to invite more prospective informants into the study. This adjustment drew the additional volunteers needed for my study by October 19, 2009.

I conducted two separate interviews with each informant, each one lasting up to two hours. If one or more of the informants had left the study after the first interview, I planned to interview additional informants to take their places and complete two interviews with each of them. For this reason, I did not notify the prospective informant not selected for the study and the one who was too late for consideration (who volunteered on November 4, 2009) until all of the data were collected.

Analysis: Criteria for Interpreting the Study's Findings

Data collection and analysis should be a simultaneous process in qualitative research (Merriam, 1998). That is because a qualitative design is emergent, recursive, and dynamic. As Merriam aptly pointed out, "The researcher usually does not know ahead of time every person who might be interviewed, all the questions that might be asked, or where to look next unless data are analyzed as they are being collected" (p. 155). As Stake (1995) suggested, "There is no particular moment when data analysis begins" (p. 71). Consistent with Merriam and Stake, I both collected and began analyzing data simultaneously in my study.

Data analysis consists of examining, categorizing, tabulating, testing, or otherwise recombining evidence to address the initial problem and questions of the study (Yin, 2003a). Warned Yin, "There are few fixed formulas or cookbook recipes to guide the novice" in analyzing data (p. 110). Still, I was not a "blank analytical slate" even at the preliminary point of inquiry (Schram, 2003, p.174). An investigator chooses, records, and writes about data that is linked to assumptions about the audience for whom he or she is writing. As Coffee and Atkinson (1996) suggested,

> An audience of readers implies shared knowledge and assumptions about what is relevant: past research, research methods, key authors, current debates, controversies, and fashions. The implied audience for our projected written work thus suggests lines of analyses and textual organization. (p. 120)

Following Coffey and Atkinson, I analyzed the data in my study with an implied audience of readers in mind. This audience included institutions of higher learning, their leaders, other leaders, leadership educators and coaches, and scholars particularly in the areas of generativity, female leadership, and higher education.

Analytical Framework Approaches for Data Analysis

With great sensitivity to and appreciation of audience need and following Patton (2002), I followed four analytical framework approaches. These were *issues, within-case analysis, cross-case analysis,* and *theoretical propositions.*

Issues. According to Patton (2002), an analysis can be organized "to illuminate key issues, often the equivalent of the primary evaluation questions" (p. 439). The data analysis in my study was organized around three issues that mirrored the research questions:

1. What is the nature of generativity in leadership?
2. What are the antecedents of leadership generativity motivation?
3. What environmental factors within a higher education setting facilitate or inhibit generativity in leadership?

Within-case analysis. Within-case analysis is the process of examining the data of each individual case. I learned as much as possible about each individual case through a within-case analysis before conducting the cross-case analysis. In so doing, I was able to use all of the within-case knowledge to compare and contrast accurately the cases under study (Merriam, 1998).

Cross-case analysis. Patton (2002) suggested that a cross-case analysis groups together answers from different people to common questions, analyzing different perspectives on central issues. I chose the cross-case analysis strategy because the focus of my study was generativity and higher education leadership, not particular leaders. My cross-case analysis was organized by the study's three research questions and nine key findings.

Theoretical propositions. I relied upon theoretical propositions in my data analysis. According to Yin (2003a), the "first and most preferred strategy" of data analysis is to follow the theoretical propositions that led the investigator to the case study (p. 111). Theoretical propositions especially about causal relationships, what Yin described as "'how' and 'why' questions," can be extremely useful in guiding case study analysts (p. 112). I relied upon the following theoretical propositions and how and why questions to frame my data analysis:

1. Why and how is higher education leadership motivated to be generative?
2. How can colleges and universities foster generativity motivation in their future leadership?
3. How can colleges and universities foster generativity realization in their current leadership?

Procedures for Data Analysis

The goal of data analysis is to communicate understanding (Merriam, 1998). Communicating understanding can become overwhelming, however, if a system for organizing, managing, and analyzing the data has not been implemented during the

data collection stage (Merriam). It is important to begin data analysis during the data collection process to understand better whether the information collected is useful and what to do with that information (Merriam, 1998; Miles & Huberman, 1994; Patton, 2002; Stake, 1995). Thus I employed a predetermined data analysis strategy and kept notes concerning data analysis during my data collection process.

Organizing the data analysis. I took three steps to ensure that my data analysis process was organized. First, I kept and referenced a folder of notes on organizing and analyzing data since the beginning stages of the research process. Tips from these notes were used before, during, and after my data analysis. Second, immediately after I conducted each interview and obtained each document, I reviewed the purpose of my study and conducted a post-interview review to capture my initial reflections on the possible themes and ideas that emerged from the collected data (Merriam, 1998). Third, I analyzed each individual case as a unique phenomenon of interest before I conducted my cross-case analysis. Following these three steps helped me ensure a more organized analysis process.

Transcribing the case record. After I conducted the interviews, I transcribed the interview files to produce the written text verbatim. Patton (2002) called the data collected the *case record*. The case record for my study included all of the major information I planned to use during the analysis. I organized it in such a way that I could locate information on a specific topic for analysis as needed.

According to Patton (2002), more than one copy of the transcription should be made. Therefore, I made two copies: a paper copy kept in the ring binder data book and an electronic copy. I filed the electronic copy for safekeeping as the master copy. In addition, I backed up the data on an external USB drive to guard against hard drive problems and electronic viruses (Kuckartz, 2004). I named each individual document and gave it a different number according to the informant with whom it was associated. I organized the data in the ring binder data book by informant. It included a hard copy of informant and secondary source interview transcripts, the post-interview review for each interview, and the documents pertaining to each informant. After transcription, I verified the transcripts for accuracy by listening to the recordings while reading the transcripts. Once I verified the accuracy of the transcripts, I filed the cassette tapes in a locked filing cabinet in my office for safekeeping. The transcription and the copies I made of the case record were the first steps I took to organize the data properly for data analysis.

Coding Data

Coding is necessary to manage qualitative data adequately (Merriam, 1998). It is the act of assigning a symbol to various parts of the data to attribute units of meaning to the text being analyzed (Merriam). Coding "encourages the hearing of the meaning in the data" (Rubin & Rubin, 1995, p. 240).

I used open coding to analyze the interview transcripts and other documents. As Patton (1995) suggested, "Developing some manageable classification or coding

scheme is the first step of analysis" (p. 463). I classified and coded the qualitative data produced during fieldwork through interviews with informants and secondary sources and through document collection. From this, I created a framework for organizing, comparing, analyzing, and describing the data.

First-level coding. The symbols a researcher chooses for codes can be phrases, single words, letters, numbers, or any combination of these characters (Merriam, 1998; Miles & Huberman, 1994). I assigned letter codes to selected segments of the text based upon similar key words, phrases, and issues identified in the documents. When deemed appropriate, I developed subcodes to create more specific categories for the data. Miles and Huberman identified these codes and subcodes as first-level codes and said they are codes used to summarize segments of data. Miles and Huberman suggested developing the codes and subcodes for the data from the research questions and the theoretical constructs applied to the research. They call this initial set of codes the *start list*.

I was also responsible for going through the text, highlighting relevant information, and assigning it to particular codes (Kuckartz, 2004). Initially, I identified, listed, and refined a start list of 171 codes by reading and analyzing the content of the informant and secondary source transcripts multiple times. I applied these 171 codes to the text manually through additional readings.

Pattern coding. Once the first-level coding was completed, I conducted pattern coding by sorting through the coded data to find meaningful commonalities. Miles and Huberman (1994) described pattern coding as a way of grouping segments of data into smaller numbers of sets based upon the specific interpretive and theoretical constructs related to the data analysis (Merriam, 1998; Miles & Huberman, 1994). For qualitative researchers, pattern coding is similar to cluster or factor analysis in quantitative studies. According to Miles and Huberman, pattern coding is important to qualitative studies because it helps the researcher develop a more evolved, integrated schema for understanding particular incidents and interactions. In a multiple case study, pattern coding also lays the groundwork for cross-case analysis by surfacing common themes and directional processes. I employed pattern coding techniques by re-analyzing the interview transcripts and using inductive coding techniques. From this, I revealed 18 major characteristics or themes and 22 sub-themes.

Categories. I collapsed the18 major themes and 22 sub-themes into ten major categories. These are:

1. Midlife and leadership generativity motivation
2. Gender and leadership generativity motivation
3. Positivity and leadership generativity motivation
4. Leadership generativity scope
5. Generativity in leadership in an historical context
6. Childhood and adulthood antecedents to generativity in leadership
7. Faith/spiritualism and generativity in leadership
8. Higher education programs/policies and generativity in leadership
9. Institutional generativity and generativity in leadership

10. Leadership generativity inhibitors

The data described in this report are presented and discussed in relation to the study's nine key findings. These findings mirror the major data categories above.

Review of Data Coding and Analysis Strategies

Three peer debriefers experienced in qualitative research reviewed my coding strategies and codes to ensure that the text was being coded accurately. Miles and Huberman (1994) pointed out that additional analysts can usually identify poor coding decisions made by the first analyst. My peer debriefers also considered the study's key and secondary findings, eight working hypotheses, and the emergent theoretical framework and suggested several refinements. These included new topics for further generativity research, the addition of several terms for the definition of terms section in Chapter I of this report, and suggestions for the study's emergent theoretical framework. The peer debriefers also suggested numerous edits to enhance readability and to clarify meaning particularly in the data reporting and analysis sections of this report.

Determining Internal Homogeneity and External Heterogeneity

After coding the data, the internal homogeneity and external homogeneity of the codes need to be determined. Internal homogeneity refers to the extent to which the data that belong in a certain category cohere in a meaningful way (Guba, 1978; Patton, 2002). External heterogeneity refers to the extent to which differences among categories are clear (Guba, 1978; Patton, 2002). Checking for internal homogeneity and external heterogeneity ensures that the data were categorized in a reasonable way (Guba). I was able to determine internal homogeneity and external heterogeneity on two different levels. After I manually coded the data, I identified outliers that did not fit neatly into a category. I then separated these outliers from the remainder of my analysis. I did this to ensure that all the data I assigned to each code was appropriate and meaningful and that the distinctions among the coded data in the patterns were clear.

Drafting the Analytic Text

According to Miles and Huberman (1994), the data should be analyzed carefully so that conclusions can be drawn from it, which are termed the *analytic text*. The analytic text draws attention to certain aspects of the data, making sense out of it. To draft the analytic text, patterns and themes should be noted and a "logical chain of evidence" should be constructed to justify the conclusions made from the data (Miles & Huberman, 1994, p. 100). The analytic text should also clarify and formalize the findings from the data. This text should be drafted using the data, as well as any

significant notes taken during the analysis process. Overall, drafting the analytic text is another step in data analysis that moves the researcher closer to solidifying conclusions regarding the phenomenon being studied. I considered all of these factors when drafting the analytic text.

Linking Data with Theoretical Constructs

The last step in the within-case data analysis process was to examine the data and the analytic text to see how each individual case could be explained by Erikson's theory of generativity (1950) and Astin and Leland's (1991) post-industrial theoretical framework of leadership. I accomplished this by identifying the codes related to the theories and by coding relevant segments of the text. I highlighted segments of the text according to their relevance to the criteria of this theoretical construct. Linking the data to the theoretical framework used in my study was an important step in my data analysis.

Preparing for Cross-Case Analysis

Within-case analysis involves transcribing the case record; identifying codes, themes, and sub-codes; coding data; determining internal homogeneity and external heterogeneity; drafting analytic text; and linking data with theoretical constructs. Engaging in this process for each individual case allowed me to understand better the contributions each case made to my overall study. I completed this phase of data analysis before I conducted a cross-case analysis of the data. I felt better prepared for the cross-case analysis as a result of following these within-case analysis procedures.

Cross-Case Analysis

Several scholars suggested not conducting cross-case analysis until thorough within-case analysis has first taken place (Merriam, 1998; Miles & Huberman, 1994); Patton, 2002; Yin, 1994). This strategy is believed to reduce the likelihood of confusion over the plethora of data collected and increase the likelihood of a more meaningful cross-case analysis. Therefore, after I analyzed the individual cases using the procedures described above, I continued my data analysis across the cases.

According to Merriam (1998), cross-case analysis is the process of examining and building abstractions across cases. Yin (1994) described cross-case analysis as the attempt "to build a general explanation that fits each of the individual case, even though the cases will vary in their details" (p. 112). Many of the procedures followed for within-case analysis also apply to cross-case analysis (Merriam, 1998; Miles & Huberman, 1994). This section chronicles the specific procedures I followed for my cross-case analysis. The procedures included preparing a question-by-question summary, analyzing the within-case data, drafting analytic text, and linking data with theoretical constructs.

Question-by-question summary. I summarized the responses to each interview in a question-by-question summary as a cross-case analysis technique. I listed each interview question I asked and beneath it, provided a brief summary of the responses given by each informant and secondary source. Through this exercise, I condensed more than 500 pages of data into a 54-page highly-readable document that captured the essence of each informant's responses to her interview questions.

The question-by-question summary proved to be extremely useful to me in several ways. First, I entered the data into the question-by-question summary immediately upon completion of each interview transcript. Doing so at that time enabled me to consider the responses while the interviews and the transcribing process were both still fresh experiences. Secondly, summarizing each response and articulating it in the question-by-question summary pointed out the need for clarification and follow-up with several informants. Third, I used the question-by-question summary throughout the cross-case data analysis process. I found it to be an invaluable tool because it enabled me to see at a glance how the informants answered each of the interview questions. Finally, I shared the question-by-question summary with the three peer debriefers who found it to be useful.

Analyzing cross-case data. Because I had already developed an analytic text for each individual case, the information I needed for my cross-case analysis was already compiled and organized. I was able to conduct a cross-case analysis by examining the data across the individual case and then comparing and contrasting the findings. More specifically, I located recurring themes within the data from each informant to analyze similarities and noted contrasting data to examine differences. Miles and Huberman (1994) termed this analysis strategy *pattern clarification*.

Although many of the procedures I followed for within-case analysis were also useful in my cross-case analysis, it is important to outline the distinct processes for each to distinguish the two. Cross-case analysis occurs after within-case analysis and takes into account the recurring themes across all of the cases. According to Merriam (1998), the more organized the within-case analysis, the more informed the cross-case analysis. Therefore, I carefully collected, organized, and analyzed the within-case data, which yielded useful information for my cross-case analysis.

Drafting the analytic text. I drafted more analytic text to identify patterns and themes. This time, my analytic text reflected my cross-examination of the cases rather than analysis of each individual case. In the analytic text, I expounded upon the meaning and implications of the themes that emerged from analyzing across the cases (Miles & Huberman, 1994). Drafting the analytic text for the cross-case analysis was necessary for me to understand better the patterns and themes found within my study.

Linking data with theoretical constructs. The last step in my cross-case data analysis process was to examine all of the data and analytic text to see what conclusions I could draw by applying Erikson's (1950) theory of generativity and Astin and Leland's (1991) post-industrial theoretical framework of leadership across the cases.

I accomplished this by analyzing the data to discover the connections between the data and the theoretical framework of my study. I then drafted more analytic text to draw specific conclusions about how the recurring themes from across the cases related to generativity and a post-industrial framework of leadership.

Delimitations

My study focused solely on the female higher education leaders in midlife who I interviewed. Because only six leaders participated in my study, my results are not completely transferable to all female higher education leaders in midlife. However, my results may be informative when researching other female higher education leaders in midlife who match up to the selection criteria of the I women interviewed in my study. Additionally, my results can be used to inform scholars who are studying female higher education leaders, generativity, midlife, adult development, and leadership.

My study did not, in its scope or review of literature, delve into the scholarly arena of the male midlife experience. Similarly, my study did not explore the wealth of literature about leaving legacies through one's offspring or charitable works. There is a significant amount of literature that exists on these topics. That literature, however, strays from the specific focus areas of my research – leadership, higher education, and females in midlife.

I further acknowledge that the information shared by my study's female higher education leaders in midlife comes out of an historical and cultural context. However, the preferred viewpoint of the naturalistic paradigm is that one does not impose the contextual definitions or frames of another on a subject. Researchers must allow the contextual information to emerge from the data rather than to impose it on the study. Therefore, the working definition of higher education leadership legacy that I provided in the glossary in Chapter 1 was not imposed on my informants. They were free to provide their own definitions. This practice of allowing the definition of a construct to emerge from the data collected is supported by the naturalistic paradigm (Guba & Lincoln, 1981).

Moreover, the informants in my study selected their own secondary sources and invited them to participate in the study. The secondary sources were not selected using a random sampling technique and their identities were known by the informants. I conducted secondary source interviews only to enrich and support the data I collected from my informants.

Additionally, while informants were asked to describe whether and how their parents, families, and faiths may have influenced their motivation to leave a legacy of their leadership, parent, family, and faith as constructs were not the focus of my study. I did not define these terms at the outset of my study for my informants. Instead, my informants simply described and/or referenced them. My study focused on the *influence* of parents, family, and faith on my informants' leadership legacy motivation and achievement, not on my informants' actual parents, families, or faiths.

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About the Author

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Dr. Hills has grounded all of her work in a rigorous academic foundation in learning theory, pedagogy, learning assessment, and curriculum design. She holds a Doctor of Arts in Higher Education from George Mason University where she focused her scholarly work on leadership studies and second language acquisition. She is a distinguished scholar and was awarded the George Mason University Higher Education Outstanding Doctoral Student Award and Outstanding Doctoral Dissertation Award. Dr. Hills also earned a Master of Arts in English and graduate certificates in College Teaching and in the Teaching of English to Speakers of Other Languages from George Mason University. She completed her Bachelor of Arts *cum laude* at Rutgers University, where she also earned licensure to teach English grades 7–12, was elected to *Phi Beta Kappa,* and won the freshman prize for outstanding English language skills.

Dr. Hills has been a popular public speaker for professional associations and conferences and is well known for her lively and experiential seminars and workshops. She is the author of three successful books: *Do-It-Yourself Marketing for the Professional Practice* (Prentice-Hall, 1986), *The Professional Practice Problem Solver* (Prentice-Hall, 1991), and *How to Recruit, Motivate, and Manage a Winning*

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Dr. Hills is committed to community service and has been the pianist and music specialist at Fairfax Nursing Center and the Gardens at Fair Oaks in Fairfax, Virginia since January of 2001, where she conducts weekly music appreciation programs for seniors focusing on classic Broadway and jazz standards. She is the president of the Rotary Club of Fairfax and was awarded Rotary's highest honor, the Service Above Self Award. Dr. Hills is also a member of Executive Women International (DC Chapter) and serves on the City of Fairfax Commission on the Arts. She lives in Fairfax, Virginia, is married to Cornell Hills, and loves being a mother to her daughters, Meredith and Victoria, and to her stepdaughter, Alicia.

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Index

L. Hills, *Lasting Female Educational Leadership: Leadership Legacies of Women Leaders*, Studies in Educational Leadership 18, DOI 10.1007/978-94-007-5019-7,