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Pepperdine University
Graduate School of Education and Psychology

BEST PRACTICES OF WOMEN LEADERS IN THE PUBLIC SECTOR

A dissertation submitted in partial satisfaction
of the requirements for the degree of
Doctor of Education in Organizational Leadership

by

Candy Williams

December, 2019

Farzin Madjidi, Ed.D. – Dissertation Chairperson

This dissertation, written by

Candy Williams

under the guidance of a Faculty Committee and approved by its members, has been submitted to and accepted by the Graduate Faculty in partial fulfillment of the requirements for the degree of

DOCTOR OF EDUCATION

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DEDICATION

First and foremost, I would like to thank God for giving me this awesome opportunity. I will continue to listen for your word and do the work you have called me to do. I would like to dedicate this work to my mother Carol Jean (CJ), my Grandmother Mable (Fufu) and my Grandmother Mary Ella (Chick). I miss you all and wish that you were here to witness as I complete this journey. I know you are here in spirit and I hope I have made you proud. I also dedicate this work to my Aunts Yvonne, Eloise, Blanche, Gwen, Tommy Jean, Patricia, Mary Joyce, Marietta and Mona Lisa. You have all stressed the importance of education and demonstrated for me the importance of being a strong self-sufficient woman while still maintaining the femininity and grace of a lady. I love you all and appreciate your support. To my son Van and his dad Van Sr, thank you for your patience and support during this process. I must also mention my Father Charles. You are the best Daddy ever and I appreciate your love and support.

ACKNOWLEDGEMENTS

First, I would like to acknowledge my dissertation committee, Dr. Farzin Madjidi, Dr. Gabriella Miramontes, and Dr. Maria Brahme for your guidance and patience with me during this journey. There were some roadblocks and life distractions along the way but your patience and guidance helped to get me back on track and I really appreciate you all. The Excellence and Innovation Program is awesome. Thank you for your great work. I want to acknowledge Dr. Lani Frazier. Thank you for your words of encouragement and support.

To Dr. Nicole Johnson, thank you for keeping me on track when I was feeling discouraged. Your guidance and encouragement helped so much when I was ready to give up. Thank you for your support. Dr. Danielle Jenkins, thank you for your support.

I must mention my colleagues from Pepperdine University in the EDOL program. It has been a pleasure taking this journey with all of you. Sundra, Kingsley, Maria and Charles - thank you for your support. The A-Team Regina, Cheryl and Blaine- We worked hard and now its time to carry it forward. I learned from each of you that positive, productive teamwork is possible.

I want to acknowledge William Scoles. As I started this journey, I had some reservations. You saw the leader in me. Thank you for your encouragement and helping to push me out of my comfort zone. I have grown so much as a leader because of your willingness to give me chance when others would not. Thank You Mr. Scoles. Thanks to Mr. Stacy, Danielle, Denise, Peter, Maria and all of my managers and my co-workers for all of your encouraging words and support over the years.

Thanks to all of my family, friends and extended family who have helped me along the way.

Special thanks to the women who participated in this study. Your open and honest

responses will help many women leaders who want to move forward with their growth and development as leaders.

VITA

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Pepperdine University	2019
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ABSTRACT

Objective. This study sought to determine the best practices of women leaders in the public sector. *Methods.* This phenomenological study used purposive sampling to identify women leaders and used the interview protocol. Researcher interviewed 8 women leaders from City, State, County, and higher education agencies. Researcher used public open source Web sites such as LinkedIn and LAAAWPPI to recruit participants, and 12 open-ended interview questions were posed. From these, 5 themes emerged (a) Collaboration, (b) Communication, (c) Be coachable, (d) Manage Bureaucracy, and (e) Have integrity. *Findings.* The findings show women in the public sector face challenges in the workplace, such as harsh judgments, uneven and different work standards than men, and feel compelled to go above and beyond work requirements in order to be taken seriously on the job. However, the participants noted their interpersonal skills, executive functioning skills, and ability to move past those challenges helped to advance their careers. Best practices of women leaders included operating with personal integrity, being coachable, and using a situational leadership style. *Conclusions.* Strong perceptions of women leaders in the public sector are quite evident. The conclusion shows women are still judged differently than men. Women value working in collaborative teams, listening, and having open communication. *Recommendations.* Women leaders should approach change positively, be coachable, and use situational leadership to navigate organizational barriers and advance in the workplace. Public sector employers must provide executive coaching and mentoring and opportunities for collaboration to attract, recruit, retain, and promote high potential women leaders in the public sector.

Chapter 1: Introduction

Women have been in the workforce for many years and have made great accomplishments along the way. Women have advanced to positions such as state governors, university presidents and presidents of nations. Although women's progress in attaining power and authority is unmistakable, even now the presence of women in elite leadership positions is unusual enough to evoke a sense of wonder (Eagly & Carli, 2007). Women in government leadership positions, such as secretary of state, and their rise to such powerful positions would have been unthinkable 20 years ago. Women are now said to be welcome in management because of the values they bring to the workplace. In more feminine cultures, values traditionally considered feminine, such as intuition, communication and social aptitude, already naturally form part of management style and of life in general (Claes, 1999).

Some companies are taking a concerted effort to cultivate high potentials, women leaders within the organization. High Potentials are viewed as rising stars within the company. Often these high potentials are also viewed as mavericks, risk takers, exceptional thinkers, and innovators. Deloitte and Touche made an effort to hire more women in principal roles. The hiring practices of Deloitte and Touch lead to change with over 100 female partners, principals and directors. Deloitte has received numerous recognitions from organizations such as Fortune, Working Mother and Catalyst (Cao, 2013; Deloitte, 2010). This company has promoted hiring of women for decades and continues their efforts today with projects like Women's Initiative (WIN). This program was developed to advance, retain and develop women in the company. This was done with workshops, courses, projects, networking and coaching. Another project used is Mass Career Customization (MCC). This program allowed for flexibility to all for career-life fit as priorities change. The last area is through Rigorous Measurement. In Rigorous

Measurement leaders are accountable for client deployment and specific strategic areas are measured through metrics (Cao & Xue, 2013). The company Schlumberger decided in the early 90's to address diversity. This company takes pride in diversity. MCC was named one of the top 50 places women want to work for 3 years in a row (Cao & Xue, 2013). The literature shows that the Women's share of the total labor force was 46.8 % in 2016 (Bureau of labor statistics, "Table 11: Employed persons by detailed occupations, sex and race"). The first woman CEO to appear on a Fortune list was Katherine Graham Washington Post (2016).

History-Background

Women have held leadership roles for many generations. Between 1917, when the first woman served in congress, and 2015 a total of 299 women have served as US senators or Representatives. In 1916 Jeannette Rankin was the first woman to be elected to the U.S. House of Representatives. In 1933, Frances Perkins became the first female member of the Presidential Cabinet. Perkins was a sociologist and served as Roosevelt Franklin's Secretary of Labor. Another women leader in government was Sandra Day O'Connor. O'Connor was nominated by President Ronald Reagan and the first woman on the Supreme Court in 1981. In 1997, Madeleine Albright became the 64th Secretary of State. She was the first woman to hold that job. In 2004, Condoleezza Rice became the second woman and first African American Woman to hold the job. In 2008, Hillary Clinton became the first woman in US History to win a democratic presidential primary.

Women Leadership Roles on the Rise

Today the number of women in leadership roles is increasing. There was once a time where women primarily worked at home during the agricultural revolution. This work was mainly piecemeal work that was done at the family home and contributed to the family survival.

The man was expected to provide things for his family such as food, clothing, shelter, and education. The expectation was that he be a good provider. He was the leader of the family. For the wife the expectation was more complex. She was expected to manage and make the best of her husband's salary, prepare the meals, the washing, making and the mending of the clothes, furnishing and cleaning the house, counsel the children as well as make some sort of entertainment available for the family (Chinn, 1991). As the domestic industry changed more opportunities became available for women to work outside of the home, specifically at the turn of the century with the advent of World War I. As the workforce changed during the 19th and 20th centuries so did women's involvement in the workforce. Women began working outside of the home as well as taking leadership roles. This trend continued to increase as more women opted to work outside of the home during the 1950's. Although the increase in women's employment slowed in the 1990's, women now constitute 46% of all fulltime and part-time workers, somewhat short of the 51% share of the population (Eagly & Carli, 2007). Women have begun to outpace men in educational attainment. Women now have a substantial advantage over men earning more degrees and pursuing advanced degrees. According to U.S. Census Bureau (Bauman, 2016), educational attainment women attain more education than their mother's grandmothers, and even more education than men in general. Women's share of Bachelor degrees increased in the 20th century until the immediate post -world war II period, when large numbers of war veterans entered the universities. After 1950, women's share of bachelor degrees rose rapidly and passed the 50% mark in 1981-1982 according to the census bureau (Eagly & Carli, 2007).

Feeling Authentic in Leadership Roles

While many women work towards and have successful careers in leadership roles a

challenge some women face is feeling out of place or not feeling authentic in traditionally masculine organizational settings. Female leaders may find that their values and leadership styles are not in harmony with masculine organizational cultures (Eagly & Carli, 2007). Eagly and Carli noted a high profile female vice president of a well known Fortune 500 company left the company on the ground of it being an extremely aggressive and masculine culture. The book *Through the Leadership Labyrinth* written by Eagly & Carli (2007) cites Avolio as saying, “authentic leaders know who they are, what they believe and value...they act upon those values and beliefs while transparently interacting with others” (p.161). It is thought that such leaders inspire trust in others and inspire their subordinates job attitudes and performance.

Leadership Theories

There are a number of leadership theories available for women leaders to select when working in the public sector. Sound leadership and execution of a clear vision is necessary to help staff reach organizational goals. This study will examine four leadership theories that align with women’s leadership styles. The four primary leadership theories are: Transformational Leadership, Servant leadership, Authentic Leadership and Charismatic Leadership.

Transformational leadership causes change in individuals as well as systems. This theory enhances motivation, morale and performance. Transformational leaders tend to use rapport, empathy or inspiration to engage followers. They are sometimes called the quiet leaders and may possess a willingness to make sacrifice for the greater good. Two other leadership theories are authentic leadership and Servant Leadership. Authentic leadership originated from a concept of positive leadership approaches, for instance charismatic transformational, and ethical leadership (Avolio & Gardner, 2005). Authentic leaders are said to be self-assured, dependable and believe in developing their followers. Servant leadership theory was developed by Robert Greenleaf in

the 1960's. According to Greenleaf many businesses and organizations were not in tune with their role and responsibility to serve others. Servant leadership is service to others through service and leadership (Thompson, 2014).

Transformational Leadership

Transformational leadership is a process that helps people during the process of change. It ties into values, ethics, long-term goals and standards. It includes assessing followers motives, needs and treating them as full human beings. Influence of transformational leaders helps to move followers to accomplish more than what is normally expected of them. This type of leadership often incorporates visionary and charismatic leadership (Northouse, 2016).

Servant Leadership

Servant leadership emphasizes that leaders need to be attentive to their followers and their concerns, empathize with them and nurture them. Servant leaders motivate, support and empower their followers. The greater good of an organization, community or society may be important to a servant leader (Northouse, 2016).

Authentic Leadership

Authentic leadership can be seen in different ways. Northouse (2016) argues that there is no single definition for authentic leadership but there are different viewpoints with different focus (Chan, 2005). Interpersonal perspective focuses on the leaders and their self-awareness. Authentic leaders tend to lead with conviction and believe in the use of life experiences for personal development. Another way of defining authentic leadership is through an interpersonal process. This process involves the interaction of leaders and followers. The leaders affect the followers and the followers affect the leaders. The third perspective of authentic leadership is from a developmental perspective. Avolio and Gardner (2005) study note authentic leadership

develops over time and is based on life experiences (Northouse, 2016).

Charismatic Leadership

Charismatic leaders have a strong desire to influence others. Charismatic leaders act in unique ways so that they can have an effect on their followers. According to House charismatic leaders are dominant, self-confident and have a strong sense their own morals and values (House, 1976).

Women and Their Leadership Style

The Leadership Labyrinth: Career Advancement for Women written by McDonagh and Paris (2012) claims transformational leadership skills of women are needed in the boardroom and executive positions now more than ever to address inequity and the leadership gap in the workplace. Gender stereotypes throughout history about women and leadership have long impacted the workplace (Eagly & Carli, 2007). In the workplace women are seen as caregivers, nurturers, providers and rarely as leaders. Dating back to the Great Man Theory of leadership, leadership was defined using masculine characteristics, attributes, traits and qualities. Traditionally it was thought that women did not possess the aggressive male qualities needed for leadership. The Great Man Theory of leadership ascertained that effective leaders were basically a package of Godly motivation and the right personality (Carlye, 2017). Carlye believed that “Great leaders are, God-gifted, not man made” (Carlye, 2017, para. 3). According to this theory of leadership one is either born a leader or not. Life experiences, upbringing or education do not make one a leader. Leadership is innate according to the Great Man Theory. The theory was formulated and conceptualized by analyzing the behaviors of predominantly military leaders (Carlye, 2017).

Traits of military leaders included tough mindedness, a strong commanding presence, and the ability to wield power, influence and authority. The Great Man Theory of leadership, which is still popular in certain circles today posits certain qualities such as charm, intelligence, aggressiveness, courage and persuasiveness are innate and natural and simply cannot be learned in a formal setting. One either has them or does not. The stereotypes ingrained long ago stemming from the Great Man Theory “Still influences decisions about placement in leadership positions” (McDonagh & Paris, 2012, p. 22). These pervasive stereotypes are forms of discrimination towards women in the workplace, and can be subtle and hard to recognize. Feminine traits may be seen as vital . According to the article, the following traits are traditionally viewed as feminine: sympathy, empathy, caring, supportive, expressive and communal (Diekmann & Eagly, 2000). Sczesny, Bosak, Neff, and Schyns (2004) indicated that consideration is perceived as more feminine. A cornerstone of transformational leadership is individualized consideration. Every person in the organization carries gender schemas, prior knowledge and experiences into the organizational setting. Gender schema is a set of unconscious and implicit biases, beliefs, assumptions about each sex and his or her roles and abilities in the workplace. According to Valin’s (1998) work on gender schemas, “the most pressing consequence of such bias is that men are constantly overrated while women are underrated. These small advantages and disadvantages accumulate and result in large disparities overtime in salary, promotion, and prestige” (McDonagh & Paris, 2012, p. 24.) This article argues that women and transformational leadership improves organizational effectiveness and demonstrates that leaders who develop a transformational style produce greater financial success. The authors claim soft skills oftentimes end in hard results.

Pew a bipartisan think tank and research center creates white papers, policy and collects relevant data on education, leadership, politics and work and employment. Pew research and literature on women in the workplace economics and leadership indicates women are equal to men when it come to leadership traits and abilities, yet women still make up a small share of leadership jobs. One article published by Pew entitled *Women in Leadership* examines what's holding women back from top jobs. According to this article, "Women are every bit as capable of being good political leaders as men. Most Americans rated women indistinguishable from men on key leadership traits such as intelligence and capacity for innovation" (Parker, Horowitz, & Rohal, 2015). Women leaders are in short supply at the top of government and business in the United States. This article examines American's doubts about women in corporate leadership, the double standard women experience when seeking to climb to the highest levels of either politics or business and how women are perceived in the workplace. One promising finding from the study revealed women excel at compromise, men at taking risks but overall, majority of the public sees little difference. About 4 in 10 Americans say that there is a double standard for women seeking to climb into high levels of business and politics (Parker, Horowitz, & Rohal, 2015).

In today's workforce there is some knowledge of the extent to which women hold leadership positions and the types of organizations they hold them in. Very little is known about organizational circumstances under which women attain leadership positions particularly in the public sector (Smith, 2015). The level of education women have attained over the past 20 years has positioned them for successful careers as well as leadership positions. According to the National Center for Education Statistics (2017), since the 1990's, women have outnumbered men in college enrollment; they are more likely than men to graduate from college and enroll in

postgraduate programs . Women have also made gains in the American workplace: In 2013, women leaders held more than half of all managerial positions and comprised 52% of the white - collar workforce, up from just 30.6 % (D'Agostino, 2017). Even with these inroads women continue to lag in senior management positions in both public and private sectors.

This study will explore the best practices of women in leadership in the public sector. In these roles women are leading teams through change. Many of these changes are affecting staff as well as leaders. There are a number of leadership techniques that women leaders use when working with teams.

Diversity

For decades, diversity in leadership has been the focus in public administration and public management research (Naff, 2001; Riccucci, 2009). Historically women have been underrepresented in upper-levels of leadership in organizations (Chih-wei & Elizabeth, 2006; Eagly & Sczesny, 2009; Kelly et al., 1991). Women are increasingly gaining the academic credentials for leadership positions (Bowling, Kelleher, Jones, & Wright, 2006). In the white paper article, *Intention is good-But action is even better: Making development of women leaders a priority*, based on research by Krivkovich, Robinson, Starikova, Valintino, and Yee (2017), the article outlined 12 key findings that indicate ways in which organizations can promote from within, intentionally select HiPo's, and explicit steps on making gender diversity a priority starting at the executive level. The 12 findings are listed below:

1. Most respondents say their CEO's are not making diversity and inclusion of female leaders a priority.
2. Progress is slow, indicating a not so-bright future.
3. Larger organizations tend to have smaller portions of women leaders.

4. Responsibility for diversity and inclusion is firmly rooted in HR.
5. HR pros typically lack the clout to promote change.
6. Mandates are scarce.
7. Most organizations do not evaluate the diversity of their high-potential pools.
8. Intention is good but action is better.
9. An easy remedy: women-focused mentoring.
10. Women need to develop three skills to ignite their leadership impact.
11. Policies are only a start-not a solution.
12. Communication is key, as the conversation is barely beginning.

Out of the 12 key findings, finding two-reported progress is slow indicating a not so bright future for women in leadership positions. While women are now the majority of U.S. college graduates, they remain badly underrepresented in leadership positions. This article concurs with the studies by (Naff, 2001; Riccucci, 2009) that women are underrepresented in leadership positions. While women leaders have an educational advantage, this is not reflected in the number of leadership positions women hold. Based on data in this study many companies are still not developing women as high potentials (HiPos). High Potentials are viewed as rising stars within the organization. These are women in the workplace who possess the talent, skill set, technical, interpersonal, and social skills for advancement within the organization. High Potentials are usually tapped, noticed, and recognized by leaders within the organization or in the C-Suite. Once HiPos are recognized within the organization she is offered informal and formal mentoring, paired with a prominent leader who doubles as her advocate and allows her access within the culture. A HiPos is intentionally groomed and primed for vertical movement within the organization. HiPos are offered advancements and the opportunity to move into higher

positions with more responsibility because someone with legitimate power has noticed her. By cultivating the next generation of leaders within the organization, the public sector has a keen opportunity to develop the workforce in-house, promote from within, reduce external hires, and create a viable succession plan. Those designated, as high potential must be engaged in order to retain top talent. Women are not being developed as high potentials within the public sector. According to Naff (2001) and Riccucci (2009), women are increasingly represented in public sector jobs however they are segregated in lower level job within the organization. The next pool of high potentials will come from women who are developed groomed and trained in house. According to Smith (2015) even though women are more educated they are not getting the same opportunities for advancement. The importance of diversity in public organizations is prolifically supported by representative bureaucracy theory in public administration (Krislov, 1974). This theory makes two points. One is known as passive representation. This notes that in public organizations the staff should bear resemblance to the public that they serve across various demographic dimensions such as gender (Mosher, 1982). In public organizations representation is one way of holding non-elected staff accountable to the public in the area that they serve (Krislov, 1974). Women are historically underrepresented in leadership positions in both public and private sectors (Chih-wei & Elizabeth, 2006). Yet women make up more than half of those with advanced degrees (U.S. Census Bureau, 2010; U.S. Bureau of Labor Statistics, 2013).

Statement of the Problem

There are challenges in advancement for women leaders in the public sector such as the glass ceiling, class cliff, and not being identified as a high potential employee (HiPos). Women leaders often find themselves in a double bind once they manage to advance into a leadership role. Women leaders in the public sector must be cautious not to appear to masculine or to

feminine while also personifying the “ideal” male worker by exhibiting masculine behaviors and unwavering commitment to the organization (Bierema, 2016). Women leaders in the public sector are often passed over and are faced with gender and wage gaps. In the United States women comprise most of the labor force and bachelor degrees, but are still a minority in the business world. A pay gap exist between men and women even among the top three female occupations (Andrews, 2018). Women aspire to advance into higher leadership positions however the numbers of women in leadership roles are less than men. Few women in senior management means no pipeline to CEO positions, which means fewer opportunities for board service (Andrews, 2018).

Purpose Statement

The purpose of this qualitative study was to discover the best practices for women leaders in the public sector based in California. At this stage in the research challenges and obstacles women leaders face in the public sector are: the glass ceiling, the glass cliff, wage and gender gaps and not being identified early on as high potential employees (HiPos). High Potentials are viewed as rising stars within the company. Often these high potentials are also viewed as mavericks, risk takers, exceptional thinkers, and innovators. The study will explore women leaders best practices for navigating challenges as they advance in the public sector. The study also seeks to obtain advice or lessons for emerging women leaders in the public sector.

Research Questions

The following research questions (RQ) were addressed in this study.

RQ1: What are the leadership strategies, traits and best practices of women leaders in public sector?

RQ2: What are the challenges and obstacles that women leaders face in the public sector?

RQ3: What are the measurements of success for women leaders within public sector?

RQ4: What lessons do women leaders have for emerging leaders?

Significance of the Study

The findings of the study will provide exemplary best practices for women leaders in the public sector as well as resources and strategies. This study seeks to identify effective leadership practices of women leaders. These best practices can be used as a reference for women's leadership development curriculums, universities, public organizations, human resources managers, diversity managers and other groups that support women. The information from this study can be used to help emerging women leaders in the public and private sector gain the knowledge and skills to be recognized as a high potential employee and make advancements in their chosen careers. Future leaders can learn from the experience of other women leaders.

Assumptions of the Study

1. It is assumed that women leaders in the public sector practice leadership strategies and will be able to articulate barriers and challenges encountered in the workplace and provide tangible strategies and best practices for emerging women leaders.
2. It is assumed that women leaders promoted into their roles from entry-level positions within their agencies or other employers.
3. The sample of interviewees will consist of women leaders who currently work in the public sector for local government agencies.
4. It is assumed that interviewees can speak to their actual experiences and how it helped their progression or if there were barriers along the way.

5. It is assumed that interviewees will answer questions truthfully and to the best of their ability and that they will share their experiences. It is assumed that they will give thoughtful and honest answers.

Limitations of the Study

1. While written requests to participate in the study will be sent to the sample population some subjects may not decide to participate.
2. The study was limited to local state, city, county or federal agencies in California.
3. The author of the study currently works for a state agency, which may influence interpretation of data.
4. One of the drawbacks of qualitative research is that the process can be time consuming. The process of scheduling the interviews, reviewing and coding data can take several weeks to several months.

Definition of Terms

For the purpose of this study, definition of terms are used to clarify how terms are used in the research. The definitions are in place to help the reader with terms they may not be familiar with.

High Potential Employees (HiPo): Individuals who are rising stars in the organization and have been identified based on their talent and skill and possess the innate qualities to excel in the organization. According to a study from Harvard Business review, *Are You a High Potential*, High potentials consistently and significantly outperform their peer groups in a number of settings. They also presented behaviors that were in alignment with the company's values and culture. The articles note that they tend to show a great capacity to succeed develop and grow in

the agency (Conger, Hill, & Ready, 2010). HiPo is an individual with the ability aspiration and engagement to rise to and succeed in more critical positions.

Leadership: The ability to influence a group toward the achievement of a vision or set of goals (Robbins & Judge, 2016).

Manager: An individual who achieves goals through other people. (Robbins & Judge, 2016).

Public sector: The part of the national economy providing good or services that either are not or cannot be provided by the private sector (www.businessdictionary.com/definition/public-sector.html).

Glass Ceiling: invisible but real barrier through which the next level or stage of advancement, can be seen but can't be reached by a section of qualified or deserving employees. (www.businessdictionary.com/definition/glass-ceiling.html)

Private Sector: The part of the national economy made up of private enterprises. Retrieved from www.businessdictionary.com/definition/private-sector.html

Public Sector: The part of the national economy providing basic goods and services that are not provided by the public sector. It consist of national and local governments. Retrieved from <http://www.businessdictionary.com/definition/public-sector.html>

Barrier: Anything that restrains or obstructs progress.

Retrieved from <http://www.dictionary.com/browse/barrier>

Agreeableness: exhibiting caring, trusting, compliant and gentle qualities. (Eagly & Carli, 2007).

Extraversion: exhibiting sociability, assertiveness, activity and possible emotion (Eagly & Carli, 2007).

Conscientiousness: Exhibiting achievement, orientation and dependability.

Change Agent: inspirational, risk taker, energetic, decisive, persuasive.

Chapter Summary

Chapter 1 provided a clear overview of the research study focusing on women leaders in the public sector. This study researched the best practices of women leaders in the public sector who work in city, county, state and government agencies in California. The chapter begins with a history and brief background of women in leadership. Women on the rise indicates achievements women leaders have made in workplace. The topic of not feeling authentic in leadership roles is covered. Four leadership theories have been selected for this study and will be expounded upon in review of literature. The topic of diversity is important in today's workplace and is noted in chapter one. The researcher provided a statement of the problem and statement of the purpose followed by the significance of the study. This chapter outlined four research questions that will be explored in the study. The chapter continues with the definition of terms. Chapter 1 concludes with assumptions, limitations, and delimitations and provided an outline for this study. Chapter 2 will provide a review of literature pertinent to this study focusing on women in the public sector, diversity, and leadership.

Chapter 2: Literature Review

Women leaders are making contributions to the workforce. To understand the best practices of women leaders in the public sector it is important to review the literature and provide an overview of pertinent topics, identify gaps in the literature, and situate this study in the context of 21st century women leaders in the public sector. The literature will review the following topics: leadership in the public sector, challenges women in the public sector face, best practices of women in the public sector. The second part of the review will cover leadership styles and theories, diversity and gender, and the glass ceiling. The chapter will conclude with women in the modern workplace and work life balance.

Public Sector Versus Private Sector

In order to understand some aspects of this study there must be a clarification on Public Sector and Private Sector work settings. The public sector is the part of the economy that is owned and controlled by the government. Public sector jobs are held at the city, county, state and federal level. The public sectors employees employs both full and part time and seasonal workers. The public sector do not seek to generate a profit, instead funding is provided for public services through a wide variety of means such as raising taxes, fees, and through funding sources from other levels of the government. Public sector jobs are managed by government entities. The employees in the public sector provide services and goods to the public at large. The public sector is taxpayer funded and service driven. Employees in the public sector must follow policies and they are held accountable for public funds and services. An attractive feature of public sector employment are the health and retirement benefits, relative stable employment, and high earning potential.

In the Private sector the goal is to maximize profits, private firms are usually owned by an entrepreneur. The private sector is driven by revenue. Private firms earn money by providing good or services that are needed or wanted. These companies make a profit off of what is provided. Private companies strive to provide good quality products and customer services because they have to compete with other companies and they want customers to come back. Private companies may not have the same requirements when it comes to accountability and generally private companies have very little or no government involvement.

Public leaders are expected to function with less resources and must find creative ways to deal with challenges. Leadership in the public sector influences job performances and employee satisfaction. Accountability, transparency, efficiency and planning are important in public sector leadership. McCarthy's (2015) article *Public Sector Leaders: Different Challenges, Different Competencies* claims public sector leaders face different challenges than private sector leaders. Public sector leaders are expected to perform and provide services in accordance with Government rules and procedures without the incentives that may be available in the private sector. Without the same incentives at their disposal as private sectors leaders public sector leaders find it challenging to motivate staff to perform. Senior public sector leaders may struggle with how to establish a positive working atmosphere that inspires public staff to provide good customer services. There are no real incentives or reward linked to performance or outcomes to entice or motivate public sector workers. As a leader in this type of environment, one must constantly match values, with job roles, and discover new motivating factors for employees. There are no bonuses to work faster, smarter, harder or more efficiently in the public sector. The article cites that public leaders focus more on strategy for the long-term vision. In the public sector due to the challenges that are present it is important good quality leaders who are

identified, be mentored and nurtured. For example high potential leaders can be mentored by senior staff and exposed to senior leadership situations. In this setting, transactional leadership is the more dominant style and approach in the public sector. The power base that a public sector leader relies on is formal power. The two power bases predominately used are legitimate power and coercive power.

Diversity and Gender

Gender Bias is an issue that affects some women in leadership roles. In a study by Ely, Ibarra and Kolb (2011), "Taking Gender Into Account: Theory and Design for Women's Leadership Development Programs", noted women enter the professional and managerial ranks at the same rate as men in US corporations, however they remain underrepresented at Senior levels. In 2011, women constituted a mere 2.2 % of Fortune 500 CEOs (Catalyst, US Women in Business, 2011). The Ely, Ibarra and Kolb study (2011) indicates that there may be a need to teach women only groups leadership and that these kinds of programs will help women to advance into leadership roles. Identity plays a part in how people become leaders. This dynamic can be different for men and for women. How people become leaders and how they approach the new roles may be different. A leader's identity is tied to formally held leadership position, however it evolves as one engages in two core parts: internalizing a leader like identity and developing an elevated sense of purpose (Derue & Ashford, 2010). The study reports that feeling and internalizing the identity of a leader is what is usually needed. *Women Rising: The Unseen Barriers*, an article by Ibarra, Ely and Kolb the authors note many well intentioned companies make gender diversity a priority by setting goals for women and predicting leadership goals for women as well as insisting on developing mentor and training programs. Many express their frustration as they spend time and money to build up a robust pipeline of upwardly mobile

women and then nothing changes. The article suggests that these companies don't focus on the fragile process of finding oneself and to be seen by others as a leader. There is more to being a leader than just being putting in the leadership role and adapting to one's own style. It involves a shift in thinking. Organizations unintentionally undermine the process by encouraging women to pursue leadership roles without addressing policies and practices that communicate a mismatch between how women are seen and the qualities and experiences society tends to associate with leaders (Ibarra, Ely, & Kolb, 2011).

Female and Male Leaders in the Public Sector

In today's work environment there is still a belief that women are not able to perform their duties as well as men. There is the common idea that women are not suitable for a seat at the table with other C-level executives, and they lack characteristics fitting for those types of positions. The main factor that should determine whether anyone, men or women, should be considered management material should be the characteristics and behaviors they display as leaders (Williams, 2014). In the current workforce women have a greater presence than in the past. However, according to Adler (1994) men still hold more positions of high power, authority and higher levels of supervision than women. In the modern day world there is a disparity between males and females in the workplace. This is still an issue in public sector and private organizations. Many have thought of this as a problem of the past. The literature shows that men and women are holding managerial positions in equal numbers in some industries; nevertheless, women still face discrimination even though they have been proven to be just as qualified if not more qualified than their male counterparts (Williams, 2014).

Differentiation in treatment, misunderstanding between genders are issues that happen in the workplace. The literature states that when one understands the opinions of society and place

more focus on the perception of women in the workplace this may increase the understanding. Trentham and Larwood (1998) study after the effects of power and willingness to discriminate against women. This study also found many have been predisposed to discriminate against women. This revealed that people in top-level management positions of organization had greater tendency to discriminate against women than people with lower positions of power.

Prime, Jonsen, Carter, and Maznevski (2008) examined manager's perceptions of leadership qualities based on gender. The literature shows that women respondents perceive women as more effective than men in competencies such as providing intellectual stimulation, role modeling and problem solving. In the same study men ascribed that men are better at delegating than female leaders. The study also found both men and women largely perceive women leaders as being more proficient in supporting. Both genders view their own gender in a more positive way. Self-confidence is a trait that was noted to help leaders. Self-confidence is the ability to be certain about one's competency and skills.

The literature asked if there are situations in which women might be more effective leaders than their male counterparts (Perkins, Phillips, & Pearce, 2013). The United States of America, the world's largest economy, has never had a female president or vice president and only 44 women serve in the 224-year history of the U.S. Senate (Perkins, Phillips, & Pearce, 2013). According to the Center for American Progress, a non-partisan think tank, the US ranks number one in women's educational attainment. Women in the US are highly education and obtain 60% of all graduate degrees (Corley & Warner, 2017). However, when measuring the US compared to other countries worldwide the United States lags in women representation in leadership positions in government, C-Suite leadership, executive positions, and Standards & Poor's 500 companies. According to the World Economic Forum's 2016 Global Gender Gap

index of 144 countries, the US ranked 26th in women economic participation and opportunity and 73rd in women's political empowerment. The US also lags behind in the number of female legislators compared to other countries. For example the world average for the share of women in the lower houses of national parliaments is 23.4 % slightly above the 19.3 in the U.S House of Representatives (Center for American Progress, 2017). There is a pressing need for more women leadership in the public sector.

The table below compares and contrast the leadership characteristics associated with public leaders based on gender. See Table 1 Workplace Leadership Characteristics Men Versus Women.

Table 1.

Workplace Leadership Characteristics Men Versus Women

Characteristics of a Female Leader	Characteristics of a Male Leader
Task Focused	Task Oriented
Transformational	Transactional
Prefer Flat Organizational Structures	Prefer Hierarchical
Promote Cooperation and Collaboration	Focus on Performance
Indirect Communication	Direct Communication
Mentoring and Training Others	Like to Create Competition

Note. Hellios HR Human Capital Consulting Firm. (2018).

Challenges Women Face in Leadership

Women have different challenges and different competencies while leading in the public sector. Women often experience negative assumptions and negative presuppositions about time and her availability to perform the task or adequately fill the position due to family matters, personal matters or childcare matters. This may lead to missed opportunities, slow vertical

movement in the organization, advancement, or being overlooked due to male perceptions of a woman's time. Women are predisposed to a widening gap and differences in pay while working in the public sector. There is a widening pay disparity in the workplace. Other challenges women face is the lack of succession planning and mentoring by senior women in the public sector.

Center for American Women in politics (2016) claims in *Barriers and Bias The Status of Women in Leadership*, "women are much less likely than men to be in leadership positions. In universities, businesses, courts, unions, and religious institutions, male leaders outnumber female leaders by wide margins" (p. 1).

Glass Ceiling and Glass Cliff

One of the challenges that women leaders face in the workplace is the Glass Ceiling. The glass ceiling is defined as: an intangible barrier within a hierarchy that prevents women or minorities from obtaining upper level positions (Hymowitz & Schelhardt, 1986). The term glass ceiling was originally used in a Wall Street Journal article's title: "The Glass Ceiling: Why Women Can't Seem to Break The Invisible Barrier That Blocks Them From the Top Jobs". This article was written by Carol Hymowitz and Timothy D. Schelhardt, T.D. This metaphor is used to describe the insurmountable obstacles women face and the barriers they encounter when trying to advance in their careers. Women leaders in the workplace must also and navigate the spaces outside of work, which includes home and family and maternal duties. The Harvard Business Review defines the glass ceiling as an informal barrier that keeps women out of upper management. Minority women and women of color have a particularly difficult time breaking through the metaphorical glass ceiling as they meet at the intersection of two historical marginalized groups, race and gender, being both a person of color and a women. The glass cliff is defined as a phenomenon that affects women in leadership roles. According to the Harvard

Business Review in the past few years women have a better chance of advancing in their positions or breaking through the glass ceiling when an organization is having challenges and thus the women find themselves on a “Glass Cliff” (Bruckmuller & Branscome, 2011). The term “Glass Cliff” was first used in business literature by Ryan and Haslam (2005, p. 83). They indicated that women may be preferentially placed in leadership roles that are associated with increased risk of negative consequences. As a result, to the extent that they are achieving leadership roles, these may be more precarious than those occupied by men. Although some women have made some progress and are engaged in upward mobility, some women in leadership continue to face an uphill battle. In a study by Meghna Sabharwal from the University of Texas it’s noted that some women leaders are placed in precarious positions which set them up for failure and pushes them “over the edge” which is called the “Glass Cliff” (Sabharwal, 2013). In this study Federal Employees were surveyed to explore the challenges women executives face in Senior Executive Service in Federal Agencies. The results indicate that Female Senior Executive that have roles in distributive and constituent policy agencies are most likely to encounter the experience of the class cliff. When women are in positions where they have influence over policy-making decisions or perceive empowerment they are less likely experience falling off the glass cliff. The Sabharwal study goes on to say that overtime government agencies also have seen a steady rise of women not only in the overall workforce but in upper-management positions as well (Bowling et al., 2006; Dreher, 2003). In 2010 women comprised 30 % of the SES, which more than doubles from 12.3 % in 1992. It is projected that by 2030, an 11 % increase will be seen in the number of women in Senior Executive Positions (Kohli, Gans, & Hairston, 2011).

Sabharwal's study also notes that Though women in the public sector are shattering the glass ceiling to reach senior management position there is limited research on what happens when the women reach the position of leadership. Do they continue to have challenges even though they have broken through the glass ceiling? Per the study women managers tend to be evaluated less favorably, receive less support from their peers, are excluded from important networks, and receive great scrutiny in some cases even when performing exactly the same leadership role as men (Eagly & Carli, 2007; Makhijani & Klonsky, 1992; Jacobson, Palus, & Bowling, 2010; Kloot, 2004; Ryan & Haslam, 2005). Sabharwal's study also notes that there are also other factors that interfere with the advancement of women in senior positions such as: Human capital barriers (lack of education), finances, resources and experience); gender based stereotypes; differences in communication styles; exclusion from informal networks; limited management support for work-life programs; lack of mentors and role-models; occupational sex segregation; and attitudinal and organizational biases (Dolan, 2004, Mani, 1997; Riccucci, 2009). It is suggested that in the Federal Government women are overrepresented in redistributive agencies (such as Department of Education, Health and Human Services, Department of Labor, Social Security etc. as these agencies affect society on a larger scale and are usually tied to entitlement expenditures where there is limited discretionary funding. This can give the perception that women are less capable of spending money. The study suggests that male dominance in organizations; overt sexism and discrimination play a role in perpetuating the glass ceiling. The study suggests that as more women move into roles that involve policy there may start to be a shift. With fewer women in positions that affect policy women have less authority in decision-making. The study argues that influence over policy is grounded in representative bureaucracy theory. The main tenet of the theory is: Bureaucracies that reflect the demographics

(passive representation) eventually impact the choices, values, and interest of citizens (active representation) thus impacting policy making (Brudney, Herbert, & Wright, 2000; Kelly & Newman, 2001; Meier & Bohte, 2001; Sowa & Selden, 2003; Thielemann & Stewart, 1996). In another study, Dolan (2004) found that men and women in executive services positions exert equal influence in policy making in distributive agencies which is in direct contrast to other studies.

Glass and Cook (2016), *Leading at the Top: Understanding women challenges above the glass ceiling*, claimed there is more discussion on this glass ceiling than the glass cliff. The glass ceiling is a recent phenomenon whereby women are offered or thrust into senior or executive level leadership positions as a last ditch effort, during severe turbulent organizational times, economic downturn, and chaos. It is difficult leading during stable and positive growth times within an organization much less when there is high organizational restructuring change or crisis. The glass cliff refers to women who have breach and reached the top of the organizational chart and have positioned themselves to have a seat at the decision-making table. In this seminal study, Ryan and Haslam (2005), note some women leaders may be promoted to risky leadership positions in the hopes of failing out right or to become the scapegoat for prior organizational mismanagement and poor leadership. Women may face less competition from men and may be more amenable to accepting such positions out of fear that there may not be other opportunities in the near future. Stereotypically feminine qualities such as emotional sensitivity and interpersonal skills, morale building and collaborative style may be of value during times of company crisis.

Leadership Theories

Today's leaders have a plethora of leadership theories to select as his or her dominant style. Throughout history researchers have struggled to come to a consensus and one singular definition of leadership. Leadership is a complex term. The definitions of leadership shifted from attributes, characteristics, process, to leader traits dating back to the Great Man Theory (1840). This view of leadership poses that only a man could have the characteristic(s) of a great leader. The prevailing theories of leadership are Trait Theory, Behavioral Theories, Contingency Theories, Transactional and Transformational Theories. Modern theories of leadership focus on followership and developing the whole person. Some researchers define leadership based on who a leader is, while other researchers define leadership by what a leader does. According to Stogdill (1974) many have attempted to define leadership throughout history. Presently there are over 30 definitions of leadership. Jenkins (2017) dissertation titled, *Leadership Best Practices for Female Executives in the Information Technology Industry* explored the experiences and perceptions of female executives in the IT industry. Her study like this study focused on women in the workplace and best practices. Jenkins' study examined how female executives faced challenges within the IT industry and determined best practices and strategies for advancement. Based on the findings, "female executives indicated that developing and exercising good leadership skills was the driver for success and advancement to executive-level in the IT industry" (Jenkins, 2017, p. 164). Key recommendations included obtaining advance degrees, policy makers fixing the educational systems and encouraging girls in K-12 to stay interested in the IT industry and note that if the US is going to be a leader in technology the US must clear the hurdles for girls and women as they navigate careers in technology (Jenkins, 2017).

Jenkins (2017) created a table, which depicted 30 varying leadership definitions ranging from 1948-2010. See Table 2 Definitions of Leadership.

Table 2

Definition of Leadership

Source	Definition
Stogdill & Shartle, 1948	Leadership is a process that includes interaction and participation in goal oriented group task.
Stogdill, 1950	Leadership is the steps that are taken to accomplish a goal and influence individuals.
Hemphill & Coons, 1957	The behavior of a leader managing task to achieve a goal.
Prentice, 1961	Effective leadership is through successful collaboration to achieve a particular end.
Tannenbaum, Weschler & Massarik, 1961	Leadership is building strong relationships to attain a specific goal.
Stogdill, 1974	Leadership is the process of action and maintaining order in belief and influence.
Zaleznik, 1977	Leadership requires using power to influence other people.
Burns, 1978	Leadership is utilized when a leader fulfills the needs of their followers.
Hollander, 1978	The key element of leadership is influence.
Katz & Kahn, 1978	Leadership involves ensuring the regular practices are adhered to in an organization.
Cribbin, 1981	Leadership allows leaders to make individuals perform tasks well.
Rauch & Behling, 1984	Leadership influences actions.
Donnelly, Ivancevich, & Gibson, 1985	Leadership influences tasks through an exchange of information.
Hersey & Blanchard, 1988	Leadership influences activities in a specific environment.
Hosking, 1988	Leaders regularly make effective contributions to social order.
Batten, 1989	Leadership is created by identifying all available resources in an organization.
Bass, 1990	Leadership is an interaction between followers that usually requires adjustments to be made in a group.
Cohen, 1990	Leadership is creatively influencing individuals to obtain a high level of productivity.
Jacobs & Jaques, 1990	Leadership provides purpose and meaning to achieve a goal.
Yukl & Van Fleet, 1990	Leadership consist of influencing the task objectives and strategies, and maintaining identity and culture.
Conger, 1992	Leaders establish direction for individuals and motivate these individuals to achieve the goals.
Jaques & Clement, 1994	Leadership is the steps that individuals take to work together, and are dedicated to achieve goals.
Kouzes & Posner, 1995	Leadership prepares individuals for the conflict that arises when achieving a mutual goal.
Rost, 1997	Leadership influences change that exhibits shared purpose.
Bolden, 2004	Leadership is multidimensional, which includes influence and motivation.
Hogan & Kaiser, 2005	Leadership sustain a group regardless of conflict
U.S. Army, 2006	Leaders influences people to make improvements in an organization.

(continued)

Source	Definition
Vroom & Jago, 2007	Leaders motivates people to collaborate to achieve a goal.
Van Vugt, Hogan, & Kaiser, 2008	Leaders influence individuals to contribute and pursue shared goals.
Northouse, 2010	Leadership is where a leader uses power to reach a mutual goal.
Yukl, 2010	Leaders understand what is required to achieve a goal.

Note. Adapted from *Leadership best practices for female executives in the IT industry* (p. 26), by D. Jenkins, 2017. ProQuest Dissertations & Theses Global; ProQuest Dissertations and Theses A&I: The Education & Psychology Collection. Copyright 2017 by ProQuest. Adapted with permission.

As one can see the primary tenants of leadership shifted every decade. In the 1940-50's, leadership theories focused on process and steps taken to accomplish goals. In the 1960's and 1970's definitions of leadership centered on relationships, influence, and fulfilling the needs of followers. In 1970's, Greenleaf (1977) wrote his seminal piece on servant leadership. This theory focused on 10 central elements of a servant leader: (a) listening, (b) empathy, (c) healing, (d) persuasion, (e) awareness, (f) foresight, (g) conceptualization, (h) commitment to the growth of people, (i) stewardship, and (j) building community as cited in (Spears & Lawrence, 2002, p. 226). Servant leadership focused on the leader as a servant first, and "begins with the natural feeling that one wants to serve, to serve first, (Spears & Lawrence, 2002, p. 23). In the 1980's leadership theories heavily emphasized the leader's ability to influence actions, perform tasks, and improve productivity. Leadership in the 80's was being defined by influence, power and the exchange of knowledge (Donnelly, Ivancevich, & Gibson, 1995). Good or sound leadership was viewed as knowledge power. During this era, the ability to find subject matter experts from outside the organization and bring them in to meet with the group to solve organizational issues were common. In the 1990's again the definitions of leadership centered around creatively influencing individuals, establishing high levels of trust, providing direction and motivation to individuals and steps individuals can take to achieve a shared goal. By the early 2000's, the definition of leadership encompasses influence, motivation, and relationships to make

improvements in an organization and to help people work together to achieve a goal. In the 2000's leadership started to be seen a multidimensional and multifaceted.

After reviewing the literature on leadership, the researcher determined four leadership styles that work best for women in leadership positions in the public sector. The researcher will provide an overview of the following theories: Contemporary Leadership Theories, Charismatic Leadership, Transformational leadership, Transactional, Servant leadership and authentic leadership as dominant styles of leadership for women leaders in the public sector. These leadership styles will be focused on because they employ high levels of collaboration, emotional intelligence and soft skills. These leadership styles tend to embody the essence of women leadership as women tend to be more collaborative, focused on followership and community, compromise and accommodate, build consensus, and employ emotional intelligence. These styles allow for women to use competence, influence and high emotional intelligence and have the ability to connect well with others. Women who use the four leadership styles noted in this study should have the greatest impact while leading organizations.

Contemporary Leadership Theories

There are contemporary leadership theories that view the role of a leader as one who inspires and motivates through their actions and behaviors. These leaders model appropriate behaviors, they speak intentionally and with purpose, operate from a high moral standard, make ethical and sound decisions and operate with integrity in their daily lives. According to Robbins & Judge (2008) these are the attributes of a charismatic and transformational leader.

Contemporary women leaders typically displays a positive and optimistic outlook; employs emotional intelligence, has a high internal locus of control and naturally attracts the right people

and energy. Robbins and Judge claims charismatic leadership and transformational leadership are two contemporary leadership theories that inspire followers.

Charismatic Leadership

This section will briefly describe charismatic leadership, common characteristics and the downside to this form of leadership. Charismatic leadership was first noted by Max Weber, a sociologist, philosopher and political economist. His forward thinking influenced social theory. Derman (2011) claims the authority of the leader is drawn from their charisma and individual personality. There are two types of authority legal and traditional charismatic authority is in direct contrast these forms of authority. The Greek definition of charisma is “The Gift”. Some people have a certain presence or positive energy that gets the attention of those around them. Charismatic leaders use their gift or their “aura” or magnetism to inspire and influence others. These leaders are larger than life and generally connect well with people. They are inspirational and in some cases are a key part in bringing change in organizations. Charismatic leaders inspire others and lead other to their vision or to a better future. These leaders are very self confident and in touch with who they are and their strengths. Charismatic leaders ability to articulate a strong, creative compelling and convincing vision and vividly draw a picture of the future state of the organization. is imparting what exemplary followers are attracted to. They are seen as heroic and extraordinary leaders. People aspire to emulate the charismatic. They have the presence of power and authority. The power base that they use is personal power, in particular referent power. Referent power is the result of admiration for another person and a desire to be imitate or gain approval.

Learning Charisma a Harvard Business review written by Antonakis, Fenley, and Liechti (2012) claims that, “Charisma is not all innate, it’s a learnable skill or, rather a set of skills that

have been practiced since antiquity” (p. 2). Antonakis, Fenley, and Liechti’s research in 2012 established Charismatic Leadership tactics (CLT’s). People using CLT’s are seen as influential, trustworthy, and “leader like” in the eyes of others. According to their research Charismatic Leadership tactics can be learned, practiced and are a good deployment strategy. In order to persuade and motivate followers Charismatic Leaders “use powerful and reason rhetoric, establish personal and moral credibility and then rouse followers’ emotional and passions.” If leaders are able to connect with others and do these 3 things well, they can inspire them to make changes and achieve greatness. Charismatic Leaders embolden followers with a renewed sense of purpose. This in turn translates to inspirational motivation and the desire “to achieve great things” (Antonakis, Marika, & Liechti, 2012). What follows below are 12 research based CLT’s. The list can be paired down into two categories: Nonverbal and verbal tactics. Nonverbal tactics include:

1. Facial expressions
2. Gesturing
3. Animated voice

Charismatic Leadership Traits in the verbal category includes the use of:

1. Metaphors
2. Analogies
3. Similes
4. Stories and anecdotes
5. Contrast
6. Asking Rhetorical Questions
7. Naming three part list

8. Sharing expressions of moral convictions
9. Setting high goals, reflecting on the group's shared memory, and conveying high confidence that the group can achieve extraordinary results

Although these we know these tactics are effective according to Anonakis, Fenley and Liechti “don't seem to be widely know our taught in the business world,” (p. 3) one of their findings found “after executives were trained in these tactic the ratings observers gave them rose by about 60%.” The aim is not just use the tactics at work but to use them all the time. The tactics work because the audience feels connected to the leader. The leaders feel more competent powerful and respected.

The article *Charismatic women leaders: Is the World Ready for them or not*, explores women as charismatic leaders. According to the article there are two areas needed to be a charismatic leader competence and warm. Competence entails interpersonal as well as technical skills. A competent leader must possess the expertise and skills to carry out the necessary tasks and responsibilities of an organization. Followers will not respect, listen, or trust incompetent leaders or those who they deem incapable of strong leadership. It is often easy to spot incompetence in a leader. Leibman's (2016) article *what does competent leadership look like*, he says, “we naturally expect our leaders to be competent. We should actually demand it” (Leibman, 2016, para. 1). This article outlined what it means to be a competent leader and clues to describe what a competent leader looks like. Incompetence and competence both leave clues however, “Evidence of competence is found in the wake of leadership. Competence is not about just having what it takes but about demonstrating what we know and how and why we do things. Competence is not what you CAN do...it is what you actually accomplish by what you do” (Leibman, 2016, para. 3). Competence is progressive and have five identifiable stages of

development. Outlined below are the 5 stages of competence:

1. Ability is the skill or talent to perform a task or assignment well. The task can be performed with ease and can be done well.
2. Application is being able to apply and use skills to take action on a task or move forward with an activity.
3. Basic competence is the ability to demonstrate knowledge of a task by doing the task well.
4. Mastery is a higher level of competence that can be demonstrated or added to. Mastery is the ability consistently perform at high levels and maintain stamina and energy over time.
5. Virtuoso is a higher level of competence that continues to develop and evolve. A leader at this level demonstrates great skill, character and ability.

Warmth is the ability to be empathetic, trustworthy and have the ability to connect and engage well with others. Empathy is the ability to be mindful or considerate of how others may be feeling. Being trustworthy is working with integrity and honesty. Connecting with others is the ability to get along well with others, make meaningful connections, and work in a collaborative manner. The article *What makes a good leader: Charisma or competence*, asserts that charisma can be cultivated and developed to make one a better leader at work. Competence is essential. In the workplace leaders are constantly being evaluated based on their performance and ability to demonstrate sound leadership. Followers tend to evaluate competence through skill decision-making, visionary plans and strategies a leader crafts and the distilled set and well of emotions, knowledge and experience a leader brings to the organization. Competence is value added and be quantified. When competence is called into question and uncertainty arises around

the leaders decisions it can undermine the leaders authority. The article posits “Competence is a must have, charisma is a bonus” (MMIX Unique Training and Development, 2016). According to this article charismatic leaders should proactively seek new opportunities to demonstrate success.

1. Charisma can be cultivated and learned. Respect, trust and loyalty are earned from competence and integrity. Here are six steps to becoming more charismatic:
2. Take and active interest in others
3. Practice theory Z level 4 listening and employee the HURIER Model
4. Use vocal executive presence and speak from the heart
5. Focus on your strengths and address behaviors that don’t serve you.
6. Keep you word as promise keeping is imperative. Practice the first agreement in *The Four Agreements* be impeccable with your word (Ruiz & Mills, 2010). Confront self-doubt, monitor chatterbox and let innate talent shine through.

Charismatic leaders work well with others and are generally engaging. They are able to put people at ease and make emotional connections quickly. Charisma encourages, inspires and has an influence on people. The article notes that Charisma is a gift that some leaders have to influence others. Charismatic leaders tend to have exceptional personal qualities and a good blend of competence and warmth. Charisma is not enough; a leader must have competence and charisma. In this article they note that some have reported men to be more charismatic than women. This may be for a couple of reasons. Women underestimate their confidence. In an attempt to be “more like men” women may in turn not be genuine and true to their natural leadership styles. Women who are more expressive tend to be labeled as more emotional. Women leaders need competence, charisma and courage to be successful leaders.

Downside of Charismatic Leadership

As with all leadership styles charismatic leadership has inherent drawbacks and limitations. As with all leadership styles and approaches there is a downside to this form of leadership. For example, self-interest, self-indulgence and egoism are factors that can lead to negative outcomes for charismatic leaders. Too much reliance on the leaders can lead to issues in the company. Employees may rely too heavily on the charismatic leader and may attribute the success of the company to the leader alone. This saddles the leader with both motivating the staff and keeping the company running. Perception is yet another downside to charismatic leadership. The charismatic leader may get caught up in control and are not able to see external dangers and threats that may arise. The charismatic leader needs a strong management personnel who possesses the same level of information and who can potentially catch a threat that the charismatic leader missed or avoided. Lastly, a downside to charismatic leadership is the lack of a successors or visionary to replace charismatic leader in her wake. Charismatic leaders often, leave organizations without grooming a successor with the same set of skills and charismatic leadership traits (CLTs).

Transformational Leadership

According to *A Review of Workplace Leadership Styles: Men Vs Women*, “A number of studies have noted that women have a transformational style of leadership.

“Transformational leaders establish themselves as role models by gaining followers trust and confidence...such leaders mentor and empower followers and encourage them to develop their full potential and contribute more effectively to their organizations” (Eagly & Carli, 2017). Bass (1990) developed the four I’s of Transformational Leadership: Idealized influence, individualized consideration, intellectual stimulation, and inspirational motivation, which was

based on Burns (1978) work on transactional leadership. Transformative leaders are charismatic, mentor and empower followers, encourage them to develop their full potential, and thus contribute more effectively to their organizations (Eagly & Carli, 2007). Transformational leaders state future goals develop plans to achieve them, and innovate even when their organization is generally successful.

There are four characteristics of transformational leaders. The characteristics are: Idealized Influence, Inspirational Motivation, Intellectual Stimulation, Individualized Consideration. Transformational leadership also has some weaknesses. According to Northouse (2016), transformative leadership lacks conceptual clarity, as it covers things such as vision, motivation, being a change agent, building trust, and nurturing. The parameters of transformational leadership often overlap similar concepts of leadership. Bryman (1992), for example, pointed out that charismatic leadership is often treated synonymously with transformational leadership even though in some models of leadership (Bass, 1990), charisma is only one component. Women in the workplace are more likely than men to utilize the four “I’s” of leadership and display high levels of individualized consideration and idealized influence when leading an organization.

Transactional Leadership

Transactional leadership diverges from transformational leadership in that it does not focus on employee individual needs. Burns (1978) distinguished between two types of leaders transactional and transformational. Transactional leaders are leaders who exchange tangible rewards and incentives for work to increase productivity. There is an exchange, which involves incentives. There are external motivators involved to encourage engagement. Transactional leaders are influential because it’s in the best interest of subordinates to do what the leader

wants. In addition, when using transactional leadership, followers are keenly aware that the leader can operate from multiple power bases, such as coercive, reward, legitimate, and knowledge power (Robbins & Judge, 2010). This can be perceived as power and change or alter the behavior of an individual. Kuhnert and Lewis, as cited in Northouse (2016), claimed there is an exchange process between leaders and followers. “In this process followers exchange effort for a reward from a leader. The leader tries to obtain agreement by on what needs to be done and what the pay off will be for the people doing it” (Northouse, 2016, p. 178). Transactional leaders are associated with what are considered dominant male traits such as competitiveness, aggression, order and structure. Transactional leaders link goals to rewards and focus on their own self-interest. Transactional leaders monitor subordinates. They monitor for errors and sometimes use coercive actions to make corrections. Male transactional leaders are more likely to use punishment as a response to underperformance and lastly transactional leaders tend to intervene only when standard and expectation are not being met or the performance falls below what is required. There are three underlying assumptions of transactional theory:(1) employees are motivated primarily by reward and punishment, (2) subordinates must stay in line and obey all directives from superiors, and (3) employees are typically not self motivated thus the leadership must closely control and monitor employees to get the work done or accomplish any organizational goals. There are key underlying assumptions and differences between transactional and transformational leaders. See Table 3 Differences Between Transactional and Transformational leadership.

Table 3

Differences Between Transactional and Transformational Leadership

Transactional leadership	Transformational Leadership
Leadership is responsive	Leadership is proactive
Works within the organizational culture	Work to change the organizational culture by implementing new ideas
Transactional leaders make employees achieve organizational objectives through rewards and punishment	Transformational leaders motivate and empower employees to achieve company's objectives by appealing to higher ideals and moral values
Motivates followers by appealing to their own self-interest	Motivates followers by encouraging them to transcend their own interests for those of the group or unit

Note: Differences Between Transactional and Transformational Leadership.

Transactional leaders provide incentives to their followers based on what the other party will receive. In the study *The Transformation and Transactional leadership of men and women* (Bass, Avolio, & Atwater, 1996), they note that transformational leaders focus on developing and raising awareness of their followers and how important it is for higher order growth needs. According to the study transformational leaders see the value in knowing the differences in the individual needs of their followers and then they attempt to use that information to help build and develop the followers. Also, in this study the researchers cite a study by Myers and McCaulley (1985) that notes that women reported themselves as being more feeling on the Myers Briggs indicator. Another study by Jacobs and McClelland (1994), which indicated that women feel that, should use power to build and develop relationships rather than controlling them. This study also notes a study by Heilman (1989) that suggest that manager should be more “aggressive, competitive, driven, tough and masterly” (Beroff, Borgida, & Fiske, 1991, p. 1050). However, it is also noted that men and women who behave this way as leaders are seen as less satisfying and

create poor feelings among their direct reports and colleagues. The article suggests, “The abrasive directive manager are less satisfying to work for and often create dissatisfaction among their colleagues and direct reports” (Bass, Avolio, & Atwater, 1996). The abrasive, directive manager whose domineering tendencies push him or her to the top of the organization, may be a Hollywood stereotype that flies in the face of data accumulated over the years of consideration on the part of supervisor and executives (Bass, 1990). This study suggests that women earn more respect being less abrasive and that this may be why some organization are moving toward team development approaches (Lorenzi, 1992). In the book, *Reframing Organizations*, Bolman and Deal note a distinction between transformational and transactional leadership (Burns, 1978). Transactional leadership involves give and take transactions. An example may be if an employee reaches a certain production goal, he may receive a pay bonus. On the other hand, transformational leaders, inspire and encourage followers to work hard and work together to achieve their goals.

Bolman and Deal note that over the years research on transformational or charismatic leadership became one of the dominant research strands and had an impact on those who only relied on transactional leadership (Conger & Kanungo, 1994; Shamir, House, & Arthur, 1993).

Servant Leadership

According to Robbins and Judge, servant leadership is marked by going beyond the leader’s own self-interest and instead focusing on opportunities to help follower grow and develop. Northouse noted that servant leadership began with the writings of Greenleaf during the period from 1970 to 1977. Servant leadership emphasizes that leaders be attentive to the concerns of their followers, empathize with them, and nurture them. Servant leaders believe in serving the greater good of the organization and of society. One of the key components of servant leadership

is listening to people and valuing differences. Spears and Laurence (2002) purported, “The servant-leader is servant first. Becoming a servant-leader begins with the natural feeling that one wants to serve first. The conscious choice brings one to aspire to lead” (p. 23). As cited in Northouse (2016), Greenleaf (1977) developed an approach called servant leadership in the early 1970s. He noted that leadership was bestowed on a person who was by nature a servant. In fact, the way an individual emerges as a leader is by first becoming a servant (Northouse, 2016). Servant leaders go beyond their self-interest and focus on opportunities to help followers grow and develop. Servant leaders use power to achieve ends; they emphasize persuasion. Rather than using position power to achieve what they want, servant leaders use empathic, listening, persuasion, and the referent power base. They focus on developing followers’ potentials. According to Robbins and Judge (2010), studies have shown that there are high levels of commitment to supervisors, self-efficacy, and overall good organizational citizenship behavior among servant leaders. Servant leaders lead with purpose and with power. Servant leadership has Christian and eastern spiritual undertones. Servant leaders generally have high moral character and operate with integrity. The model for Servant leadership is based on the idea that leaders should put the needs of followers before their own. Management expert Robert Greenleaf developed the term servant leadership to describe the leaders whose primary concern was the growth and development of followers (Northouse, 2016). Other scholars who supported this thought Peter Block and Margaret Wheatley. Larry Spears the former CEO of the Greenleaf Center noted key characteristics of Servant Leaders:

1. listening
2. Empathy
3. Healing

4. Awareness
5. Persuasion
6. Conceptualization
7. Foresight
8. Stewardship
9. Growth
10. Building Community
11. Calling
12. Nurturing of the Spirit

The first principle of Servant leadership is listening. Servant leaders take value in listening carefully to the needs of the follower as well as their own needs. They listen intently to others so that they are clear on what is needed. They listen to themselves so that they are in tune with their values and integrity. The next principle is Empathy. Servant leaders strive to connect with the followers. They try to understand and empathize with people. Servant leaders work with followers and try to work with them in a productive way even if the follower has poor performance. The healing principle is key to servant leaders. Servant leaders help bring followers to wholeness and help them to recover during difficult times. The principle of awareness helps servant leaders. Leaders need to be self-aware and they have a strong sense of what is going on around them. These leaders are in tune with their own thoughts and emotions. The principle of persuasion is important for servant leaders. This principle allows a leader to convince followers on matters rather than working through coercion. Servant leaders rely on persuasion rather than trying to convince others. They rely on persuasion rather than positional power. The principle of Conceptualization servant leaders master the day to day operations but can also see the big

picture or long range visions. They can look beyond the day-to-day realities. Servant leaders are able to have a good balance between conceptualization and day-to-day focus.

The principle of foresight is the characteristic that enables servant leaders to understand and learn lessons from the past while being mindful of the realities of the present. Servant leaders use intuition as a sound decision-making model, which often helps to foresee or anticipate and outcome. Foresight helps with understanding lessons of the past and to stay in tune with the realities of the present. Servant leaders employ key decision styles, consider decision making conditions, address decision making structure, and finally select the best decision-making type.

There are three decision styles servant leaders can use: reflexive, reflective, and consistent (Lussier & Achua, 2010). Reflexive leaders make quick decisions and do not take much time to make a decision. The reflexive leader tends to take information from the past and relate it to new situations or experiences. Typically, bounded thinking occurs as the reflexive leader selects the quickest and easiest answer to solve complex problems. Servant leaders are not reflexive decision makers. Reflective decision makers take time to think about decisions in an analytical way. Reflective decision makers contemplate possible scenarios before moving forward. A servant leader is consistent and has a good balance of reflective and consistent decision-making. Servant Leaders are thoughtfully reflective. Consistent decision-making is when a leader does not get stuck in paralysis by analysis. They are to move forward with clear decisions.

Servant leaders assess decision-making conditions. There are three decision-making conditions, which are certainty, risk and uncertainty. When making decisions with certainty leaders know the outcome of alternative choices in advance or can predict with relatively high

confidence what the outcome will be. Risk refers to the unknown. If the leader has partial information, must rely on inferences and incomplete facts a higher probability is assigned to the outcome. Risk occurs when a leader knows the alternatives but is unsure of possible outcomes. The leader is unsure of what can happen in the future or cannot see all unintended consequences. Uncertainty the leader may not know the alternatives or what the outcomes will be. The leaders may not have all of the information but still need to make an estimate and work with whatever information is available.

Decision making structure and be programed or non-programed. A programmed decision is structured and may be based on a policy or a protocol. A non-programmed decision is non-recurring, non-routine, and employs creative decision-making. Servant leaders use foresight, envision a desired state for the group, and make non-programmed decisions that are personalized.

Organizational Behavior by Robbins and Judge (2016), noted that decision-making can be rational or bounded. Rational decision-making occurs in six steps and takes a logical or rational approach to solving problems. There are six steps: define the problem, identify the decision criteria, allocate weights to the criteria, develop alternatives, evaluate alternatives and select the best alternative. Bounded Rationality is a process that extracts essential features but leaves out the nature of the complexity of the problem. Leaders tend to select the quickest solutions for complex situations. Many times quick solutions are the most familiar and readily available. Bounded Rationality is a way of making decisions by constructing simplified models. Servant leaders use a decision making model and avoid bounded rationality.

Stewardship is about responsibility and trust. Servant leaders are trusted to prepare follower to move toward the greater good. In organizations the servant leaders helps to follower

to prepare for the organizations destiny. The principle of growth helps servant leaders because servant leaders desire to help followers to grow. Servant leaders believe in the intrinsic value of people and they believe that all employees have something to offer. They have desire to connect with others and to help them to reach their potential. Servant leaders use the principle of Building a community to help bring people together. This principle allows servant leaders to use their skills of community building to help people in organizations to connect and to come together for a purpose. Servant leaders use the principle of calling to serve others. Servant leaders have a natural desire to serve others. According to Larry Spears, former CEO of the Greenleaf Center, the *call* to serve is deeply rooted and value based. The last principle is nurturing the spirit. According to Spears and Lawrence (2002), the servant leader nurtures the spirit through praise and supportive recognition. Servant leaders support others both in praise and in criticism. The servant leader encourages followers to reflect on both positives and negatives in an organization and to learn from the experiences.

Authentic Leadership

Robbins and Judge (2010) defined authentic leadership as, “leaders who know who they are, know what they believe in and value, and act on those values and beliefs openly and candidly” (p. 350). Their followers would consider them to be ethical people. Robbins and Judge also noted that while there is limited research on authentic leadership to date, recent research indicated that authentic leadership, especially when there is acceptance by top team members, can create a positive energizing effect. “Authentic leadership emphasizes trust in leadership because it focuses on the moral aspects of being a leader” (Robbins & Judge, 2013, p. 350). Women leaders in the workplace are more likely to display traits of authentic leadership. Authentic leadership is more akin to feminine characteristics such as empathy, compassion,

intuitive and patience. Women tend to use intuition as a sound decision making mechanism and employ high levels of emotional intelligence such as social awareness, self regulation, empathy, motivation skilled relationships as identified by (Goleman, 2002) when working with others in the workplace. Women leaders in the public sector use authentic leadership and different power bases such as referent power, reward power and personal power to influence followers' behavior, to collaborate and move people towards a shared goal and to get the task accomplished in an organization.

Cashman (2008) author of *Leadership From the Inside Out* guides leaders through the process of being more reflective and knowledge about who they are. He asserts that leaders can grow over time. Authentic leadership begins on the inside out. It is who you are and what you do that matters. Authentic leaders practice integrity. Cashman discusses the mastery of leadership and how this may look different to each individual. The mastery of something is often time seen as mastering something outside of ourselves. It can be the mastering of public speaking or strategic planning. Mastery is making an achievement with consistent results. For many the definitions of leadership emphasize external things such as innovation or results instead of focusing on the essence of leadership itself. Some companies create perfection myths about what they expect of leaders and many times these expectations are not realistic. Bolman and Deal are quoted as saying, "The essence of leadership is not giving things or even providing visions. Its offering oneself and one's spirit" (Cashman, 2008, p. 304).

Power is the ability to influence another. Authentic leaders use personal power as his or her dominant power base. As leaders appropriate use of power is important. Personal power is about the leader form a personal level and it is separate from their working role. Personal power comes in two forms: Referent power and Expert power. Referent power is about how employees

interact with their leader and the admiration that the followers have for the leader. Referent power is about how a leader is respected by their staff and they have a connection based on how well they interact with staff. Authenticity is key to help relationships grow and to building trust. Authenticity is the life force of relationships and it is the true voice of a leader as it touches other people's hearts (Cashman, 2008). Cashman notes there are six points of Authentic Interpersonal Mastery that leaders should consider are listed below:

1. Know Yourself Authentically
2. Listen Authentically
3. Influence Authentically
4. Appreciate Authentically
5. Share Stories Authentically
6. Serve Authentically

The first point is Know Yourself Authentically. Cashman notes that a number of scholars have written about the importance of knowing yourself. The phrase "*nosce teipsum*" Know Yourself, appears in scholars writings such as Socrates as well as written on temples in Greece. Cashman quotes Peter Drucker as saying "The most important thing in communication is to hear what isn't being said" (p.118) Trust within ourselves is emphasized in this point. Cashman quotes Lao Tzo: "Knowledge of self is the source of our abilities."

Authentic Leaders practice the Four Agreements on his or her path to personal mastery. Ruiz (2010) author of *the Four Agreements* claims in this world there are four basic agreements to living a strong purpose driven life. The first agreement is be impeccable with your word. The second agreement states don't make assumptions. The third agreement requires that a leader not take things personally. The fourth and final agreement is to always do your best. When in doubt

and unsure of the first three agreements, the fourth agreement validates and can justify the other three. If at the end of the project, reflecting on a relationship, or turning inward to self correct or self assess one can honestly say, “I did my best” the inner voices and chatterbox (Jeffers, 1987) will cease. Women leaders are more apt to apply an Authentic Leadership style in the organization. To employ an authentic leadership style one must be willing to be open, self aware, conscious of one’s impact, purpose driven, emotionally balanced and on the path to personal mastery, which is ongoing. Authentic leaders commit themselves to authentic personal transformation in order to lead a powerful life, which serves as a model for followers. Cashman lists 7 pathways to personal mastery:

1. Personal Mastery
2. Purpose Mastery
3. Interpersonal Mastery
4. Change Mastery
5. Resilience Mastery
6. Being Mastery
7. Actional Mastery

Leading with awareness and authenticity is the base of Personal Mastery. Breaking free from of Self-Limiting Patterns. In this step, the leaders need to be able to take meaningful life experiences and put them into context. It’s not just about focusing on our strengths while ignoring our weaknesses. It’s about acknowledging the things that we excel at while facing the areas that we need to work on and acknowledging that as well. Personal Mastery involves awareness of the rich mixture of our life experiences and how they make us and our experience unique. Cashman quotes Senge (1990) author of *the Fifth Discipline* as saying, “People with a

high level of personal Mastery are acutely aware of their ignorance, their incompetence, their growth areas and they are deeply self-confident. Paradoxical only for those who do not see the journey is the reward” (Cashman, 2008, p. 34). Authentic leaders are committed to self-discovery and self-observation. Leaders must be familiar with two things: Where is my leadership coming from and where are my values coming from? Is the values form within or from a limited or superficial place? The leaders need to be mindful as to if their service in leadership is just for career or status gain or if it is truly to help their team and organization. Is there leadership arising from character and who they truly are or from an experience of just coping and reacting to experiences to get results? According to Cashman, personal mastery is not something new. Many contemporary thinkers in the area of human development have spoken about its value. Warren Bennis, Stephen Covey, Peter Senge and Daniel Goleman are just some that mention the value of personal mastery. Human development systems such as Adult learning, transformative learning theory and some coaching fields connect with personal mastery.

Purpose Mastery entails leading with purpose. In this pathway, authentic leaders identify core talents, core values, and seek to discover their core life’s purpose. Kouzes and Posner (2002) authors of the leadership challenge, “leadership is not about personality, it is about practice” (p. 13). In this leadership treatise, Kouzes and Posner outlined ten commitments and five practices of exemplary leadership. The first commitment on the path to personal mastery is to find your voice by first clarifying your personal values. Cashman asserts, “purpose is strengthened when we align the WHO behind the What” (p. 62). In order to do this one must first identify the core talents. Only when a leader is able to identify core talents and core values can she begin to clearly articulate her core purpose. Authentic leaders must be able to determine their instrumental and terminal values, the driving forces and guiding principles behind all she does.

Personal mastery begins by recognizing one's talent. Talent is innate, "Core talents tell us what gifts we have and how we can have an impact" (Cashman, 2008, p. 62). Kouzes and Posner (2002) authors of *the Leadership Challenge* make a distinction between a talent, strengths, and skills. A talent is a gift that one is born with and chooses to nurture or not. A strength on the other hand is an ability which one can consistently, easily and readily call upon over a sustained period of time and garner the same exceptional outcomes. Skills are learned. When operating within our strengths, "we may lose track of time, not even realizing how long and hard we are working" (Cashman, 2008, p. 62). Leaders who use their personal strengths find themselves in flow, a state or period of optimal experience and loss of consciousness. Siegelman author of *Authentic Happiness* (2002) focused on meaning and purpose, positive emotions, happiness and well-being. This book helped leaders to discovery his or her signature strengths. A signature strength refers to those character strengths that are most essential to who we are. When authentic leaders tap into his or her core talents and signature strengths it makes him or her feel fulfilled and content. Cashman claims, they "feel a strong sense of fulfillment, and [we] look forward to the next day with eager anticipation" (p. 63). Authentic leaders can readily identify personal talents, strengths, and values.

Interpersonal mastery is the third pathway. Authentic leaders need to be connected with and in sync with their teams. A positive flow in team dynamics can help a leader to be more in tune with his team and their projects. Interpersonal mastery is about relationships and balancing the leaders voice with personal connections. It's about being able to work well with others. This can be key in today's work culture as many companies encourage collaborative projects. This can be especially important from a global standpoint as more leaders are doing business with teams around the world.

Change mastery begins with leading with agility. Today's leaders are constantly being challenged to do more, faster, better and with less time. The old mantra of survival of the fittest needs to be re-thought according to (Cashman, 2008). In order for extraordinary leaders to survive in today's fast paced world "survival of the most aware of the most flexible-- mentally, emotionally and spiritually" (p. 122) should be the new paradigm and marker of fitness, success, and effectiveness. Cashman argues, "Survival of the most aware and most adaptable is becoming the true underlying foundation for lasting effectiveness" (p. 122). Change mastery allows for authentic leader to adapt and pivot to organizational and personal change. In life there is constantly going to be change. Each individual deals with change differently. Some people love the change and flow of life, while others hate it and resist change. As Cashman points out because the river of life is constant there is no choice in the matter, change is going to happen. Change is inevitable. Leaders need to become comfortable embracing the grey areas, the undefined spaces that come from differing opinions and perspectives.

Effective leaders are agile and nimble in approach and style. Below are eight points of awareness for leading with agility:

1. Be Open to Learning. This step is demonstrated by stepping out of your comfort zone, trying something new or different, or accepting a challenging assignment. Considering trying new projects and volunteering for special assignments.

2. Practice Present-Moment Awareness. Focusing and staying in the present moment is a skill that needs to be practiced and is key in leadership. In the midst of change we often want to focus on the past or future rather than focus on what is needed now. Focusing on the present moment is a great opportunity for a real shot at success.

3. Integrate Immediate Focus and Broad Awareness, which means having the ability to

focus on what needs to be changed while also looking at the big picture of what is needed at an organizational level. It's about learning how to be present while still maintaining a larger scope of impact.

4. Trust Yourself. With all the things that can happen in the change process it's important to trust that things will work out and be willing to change the status quo and trust yourself.

5. Resilience through Mental/ Emotional Stretching. Resilience Mastery is leading with energy. In leadership the ability to adapt and move with different situations is important. With changes in life and changes in career leader must be flexible and willing to adapt to changes as they come.

6. Remember that all significant change begins with - Self- Change, Mastery begins by leading with presence. Leaders also have to have skills in coaching, teaming skills and insights into their own leadership styles and challenges.

7. Take the leap. Action Mastery is leading through coaching. Leaders must understand that while they may feel some anxiety about change, Learning to see the big picture and see beyond the fear of the loss and focus more on this vision on will help the leader. Leaders must see the vision and focus on that during this process.

Each of the seven pathways to personal mastery are ongoing and circular in nature. The leader who employs this pathway set them on a higher path to self-discovery, self-awareness, and intentionally chooses to lead a purpose driven life. The seven pathways to mastery offer women leaders an avenue to become more conscious, authentic, vulnerable, and transparent as she attempts to connect with followers, display warmth, and competence in the public sector. Women leaders in the public sector should employ authentic leadership as one of the primary leadership styles within the organization to get extraordinary results.

Challenges women face in the public sector. Women face some challenges in the public sector. The American Association of University Women (AAAU) 2016 study, noted women make up only 5 members of U.S. Congress, and there are only 6 states that currently have female governors, (Center for American Women in Politics, 2016). According to the study other groups have a leadership gap as well such as academia, legal, unions, religious institutions and other institutions for Asian and Black women the problem is more common and pervasive. In the private sector, fewer than 3 percent of Asian, Hispanic, or Black women are board of directors at Fortune 500 companies.

Women and Work-Life Balance Integration

Work-life balance (WLB) aim is to avoid work-life conflict, minimize conflict, obtain balance and a positive state of equilibrium between two roles systems. The term work-life balance is a modern expression first coined in the United States in 1986. In the past there was the thought that women needed to choose between marriage or career, full life verse a life of achievement. Even as early as the 1920's women have had to choose between work and home life. Work-life balance as come out of the same era as labor unions, labor reform and social reform in the US. Early proponents labor leaders and activist actively contributed to the work life balance movement. WLB practices may be defined as: Those that enhance the flexibility and autonomy of workers. In this process they may negotiate attention and presence in employment. Employee welfare initiatives and programs using social and welfare secretaries to improve the lives of workers both on and off the job. This article notes that the social welfare workers were usually female and had a background in social work. The social welfare staff would helps with employee morale by providing assistance to staff with things such as care of grievances, taking care of transfers and helping with education.

Some women in leadership roles face challenges with work life balance. Maternal employment has increased dramatically over the years (Hill, Waldfogel, Brooks-Gun, & Han, 2005). Woman with infants have had the fastest growth in the labor force in the United States (Committee on ways and means, 1998; Han, Walfogel, & Brooks Gunn, 2001). Women are now more likely to be employed when they have infants as there when they have older preschool children. It is believed that the fact that there are working women in the home and that this has a positive impact on children. An example listed in the book *Work, Life and Family Imbalance*, by Paludi and Neidermeyer (2007) notes that daughters of employed mothers are more career-oriented vs. home oriented than daughters of full-time homemakers. Hoffman Young blade reported that employed mothers placed considerable emphasis on independence training. Also, research with ethnic minority individuals has consistently demonstrated that maternal employment is positively associated with academic achievement (Burchinal, Roberts, Nabors, & Bryant, 1996). Another matter that has come up for many families is caring for families and elderly parents. Many women are holding off on having children until they are in their late 30's and 40's (Lockwood, 2003). By the time, many of these women start to have families their parents are aged 60 years or older. These women then have to care potentially for young children as well as older parents. Taking care of a family while working can be challenging but many women do this on a daily basis. According to M. Pauludi there is the noted cost to a woman who integrate work and family. The importance women place on relationships may contribute to stress-related illnesses (Bainbridge, Cregan, & Kulik, 2006). Employed women who report experiencing work-life conflict are as much as Thirty times more likely to experience a mental problem, depression or anxiety than women who report no work-life conflict (Gonzalez-Morales, Peiro, & Green Glass, 2006). Because women are integrating work and child or elder care, they

work longer than men. Longer hours work hour's impact emotional and physical well-being. To help balance some of these demands for families the Family and Medical Leave Act (FMLA) was enacted. Today there are gender-neutral medical leave options. FMLA Applies to all employees working for public employers or private employers with fifty or more employees. Many organizations are taking measures to aid in work life balance for their workers. Some companies offer things such as telecommuting, onsite childcare, emergency child care, employee assistance programs, wellness programs, fitness facilities and leave for school functions. An important aspect of work-life balance is work-family facilitation or enrichment. Flexibility within the work role facilitates increased devotion of time to family responsibilities Friedman and Greenhaus (2000) and as a consequence performance in the family role improves. Improvements in employment lead to increased income, which can lead to enhanced family life and stability in marriages as well as quality children's health. WLB promotes employee satisfaction, employee commitment and productivity.

Emotional Intelligence

Emotional Intelligence is a skill that is important for successful leaders. Goleman (2002), author of *Working with Emotional Intelligence*, noted employers want staff to have written and oral communication skills. According to Goleman, the five components of Emotional Intelligence is critical when leading teams. The five components of emotional intelligence are: empathy, self-awareness, self-regulation motivation and social skills. Emotional intelligence is the ability to recognize, manage and understand one's own emotional states. According to Eagly and Carli (2007), "Emotional intelligence and empathy, which may change managers job performance, appear to be somewhat greater in women than in men. A need for power, which is also associated with managerial success, has proven to be equally strong in men and women.

However, this research also shows that men and women tend to think about power differently; men construe it as more competitive and hierarchical and women as more cooperative and interdependent” (Eagly & Carli, 2007, p. 45). According to Goleman (2002), an expert on the brain and emotional intelligence, in his recent article in *psychology today*, “Are Women More Emotionally Intelligent Than Men?”, he notes there may be some advantages for women in this area. He says that Emotional intelligence has four parts: Self-awareness, managing our emotions, empathy and social skills. Per testing women seem to have more empathy than men, which tends to help them in the workplace. Women tend to be better with emotional empathy women tend to be better with sensing how people feel. He notes that there is an area of the brain that actually affects how men and women respond to different situations. Men may approach a situation one way, while women may approach a similar situation another way (Goleman, 2011). An article in *INC* magazine concurs with *psychology today* that women are naturally more empathetic than men. High emotional intelligence is key in leadership positions (Ojeda, 2016).

Trust

Trust is an important leadership characteristic. Leaders need to have trust and be trustworthy. Followers must be able to trust the leaders in an organization. Trust impacts us every day. Trust affects the quality of every relationship, communication, work project, and business venture (Covey & Merrill, 2008). When Jack Welch author and former CEO of General Electric was asked about trust he stated, “You know it when you feel it”. He also noted that trust is confidence. The opposite of trust is distrust and suspicion. Trust is a function of two things: character and competence. Covey and Merrill, authors of *the Speed of Trust: The one thing that change everything* claims, “Character includes your integrity, your motive, your intent with people. Competence includes your capabilities, your skills, your results, and your track record.

Both are vital” (Covey & Merrill, 2008, p. 30). Covey notes there are five waves of trust: (a) self-trust, (b) relationship trust, (c) organizational trust, (d) market trust, and (e) societal trust. Self trust deals inner confidence, our ability to set and achieve goals, keep commitments, and the ability to present ourselves to others authentically. An important aspect of this wave is the ability to inspire trust in others as well as demonstrate credibility. The next wave is Relationship Trust. In this wave, the focus is on establishing trust with others and the importance of consistent behavior. The third was is organizational trust. This area deals with how leaders generate trust in various organizations such as business, not for profit, government entities, educational institutions or teams. The key principle in this wave is alignment. Alignment helps leaders to create structures and systems that can help establish and reinforce trust and decrease or eliminate distrust or “ trust taxes”. The fourth wave is market trust. In this level many understand the impact of trust. This wave is about reputation and how it is connected to a brand. It is connected to the trust customers, investors and others have in the leader and the product. Customer trust in a brand can affect customer behavior and loyalty. Trust can be powerful when it comes to a brand in the marketplace. The fifth wave is societal trust. This wave seeks to provide trust for others and for society at large. This wave places emphasis on giving back.

Trust is integral in leadership. Without establishing trust a leader is unable to connect, tap into, and unleash the power within each individual in the workplace. Effective leaders understand that trust begins with integrity, learning to listen effectively and communicate powerfully. Brownell (2003) as cited in Johnson (2012) outlined 6 components of listening and developed a listening centered vs. speaking centered model for communication. Brownell developed The HURIER Model to outline the listener-focused approach to better communication. The HURIER Model is made up of 6 components:

1. Component 1: Hearing
2. Component 2: Understanding
3. Component 3: Remembering
4. Component 4: Interpreting
5. Component 5: Evaluating
6. Component 6: Responding

In component 1, hearing, true listening begins when we focus on one element of what is being heard. While there may be different activities may be going on in an area a person we chose to listen to certain things based on our perception or past experiences in life. The key is learning to use the filters to really listen. As humans we choose to hear dependent on our perceptual filters, which are made up of our cultural backgrounds, past experiences and interest. This can affect how the message is actually heard. Component 2 is understanding. Once a message is received comprehension needs to take place. Shared language and vocabulary can help when it comes to true understanding. Component 3 is remembering. Memory allows an individual to retrieve information in order to come up with an appropriate response. This component is also influenced by perceptual filters. With this component information we are interested in is easily retained while information we are not interested in is easily forgotten. People are more drawn to topics they are interested in. Component 4 is Interpreting. In this component meaning is assigned to a message based on nonverbal cues, body language and words. Component 5 is evaluating. In the component the receiver makes a judgment about what is being heard by looking for honesty and credibility in the message. Component 6 is responding. True responding can only take place if the other components have been completed. Sometimes the speaker may need to adjust the message to accommodate the listener. If the person appears to be confused or has a puzzled look

on their face the speaker may need to readjust or re-state the message. Listen is very important and can fail at any stage of the HURIER model. Tuning out information or false information or misinterpreting information can affect comprehension for the listener. However if a message is given in a mindful and ethical way this can be more effective.

Trust involves high levels of follow through. When a leader displays high levels of trust individuals in the workplace increase their productivity, their levels of commitment and loyalty towards the organization. An effective leader influences people and is characterized by developing respect and mutual trust for employees creative ideas, solutions and regard for tangible input. High member trust leads into autonomy as the member holds the leader in high esteem and desires to get the job done right. Lussier and Achua (2010) claims that there is a difference between efficiency and effectiveness. Efficiency is doing the right job, effectiveness is doing the job rights. High member trust ensures the job will be one right Members who exhibit trustworthy behavior are promoted within the organization.

It takes time to establish trust. According to Robbins & Judge leadership trust is a psychological state that exist when you agree to make yourself vulnerable to another because you have a positive expectation for how things are going to turn out. Followers and other members in organization who tend to trust their leaders and willingly align their actions and personal attitudes to match the leaders behaviors and request. Trust requires vulnerability and is predicated by desired actions and desired attitude. Ethics and trust are vital to effective leadership. There are five dimensions of trust: (a) integrity, (b) competence, (c) consistency, and (d) loyalty and openness. Integrity is exhibited by a leaders being honest and truthful. They are consistent and stand by their word. Integrity is when a leader will do the right thing, will follow the rules or policies and will be consistent and fair to all. They may encourage others to do the

same or come into alignment with the goals of the company. A person with integrity wants to do the right thing now make what the situation maybe. Competence is the second layer of trust. A competent leader may have a high level of technical skills than others and also has a higher level of interpersonal skills. They can share expert knowledge with others and possible training of work other others who may need assistance on a project. Johnson (2012) author of *Organizational Ethics a Practical Approach* cities Ethics professor Joseph Petrick who outline three types of competencies. Petrick (2008) claims the three types of competencies, “can serve as a yardstick to measure you ethical progress” (Johnson 2012, p. 6). The three type are (a) cognitive, (b) affective pre behavioral disposition, and (c) context management competence. Cognitive is the ability to know and recognize and make good moral judgments both in personal life or in business.

There are three types of trust: deterrence based, knowledge based, and identification based. Deterrence based trust is predicated on fear. This level of trust is low as the leader uses coercive power or fear of punishment. Knowledge based trust is based on what knowledge of prior history or prior interactions. Knowledge based trust if the second level of trust is when a leader trust and employee based on their pattern of predictability that comes from a history of daily interaction with an individual. As a leader establishes a relationship with each individual their are able to establish a baseline trust simply based on observations and the behavior of the person. Identification based trust the highest form of test and is based on a deep emotional connection or rapport between two parties. This level of trust the leader exercises personal power as opposed to formal power. Personal power has two bases, expert power and referent power. Referent power and expert power are the two highest power bases. According to Robbins and Judge 2008 expert power, “is influence wielded as a result of expertise, special skills or

knowledge. Expertise has become one of the most powerful sources of influence as the world has become more technologically oriented” (p. 199). Referent power is used when a person is well liked or is seen as charismatic or interacts well with others. For example certain staff may be asked to work on certain projects or attend certain events because they interact well with people. Identification based trust and referent power increases a leader’s ability to use influence, his or her likability and charisma to help motivate and engage teams.

Summary

Chapter 2 provided an overview of the leadership styles, diversity issues, and challenges women in the public sector encounter in the workplace. The chapter began with background information on the differences between the public sector and private sector, and concluded with leadership styles and theories. The chapter continued on to review various leadership styles such as transformational, transactional, charismatic and Servant Leadership. The topic of trust and its significance in leadership was noted. The chapter continued with an overview on diversity, glass ceiling issues, and women in the workplace. The purpose of this study is to develop an understanding of the best practices used by women leaders in the public sector. This purpose is achieved by identifying successes and challenges some women leaders face. Some women face challenges with diversity, equality in pay, job opportunities and in work-life integration. Despite these challenges, women move into leadership positions. This study seeks to explore what women have experienced while moving into new leadership positions within the public sector. Chapter 2 provided background on women in leadership in the public sector. The chapter explored challenges women in the public sector face. The chapter also explored best practices of women in leadership. The second part of the review outlined leadership styles and theories, diversity and gender, and the glass ceiling. The chapter concluded with women in the modern

workplace and work life balance.

Chapter 3: Research Design and Methodology

Chapter 3 begins with a re-statement of the research questions, outlines the nature of the study, and details the methodology, which includes the research design approach and strategies. Chapter 3 continues with protection of human subjects, population and sampling techniques, data collection procedures, interview techniques, description of interview protocol followed by validity and reliability methods. Chapter 3 concludes with a statement of personal bias bracketing and epoche followed by a complete data analysis and summary of chapter 3.

Restatement of Research Questions

This study is guided by the following four research questions:

RQ1: What are the leadership strategies, traits and best practices of women leaders in public sector?

RQ2: What are the challenges and obstacles that women leaders face in the public sector?

RQ3: What are the measurements of success for women leaders in within public sector?

RQ4: Based on their experiences, what lessons do women leaders have for emerging leaders?

Nature of the Study

This qualitative phenomenological study sought to examine the best practices of women leaders in the public sector. Qualitative research is used to examine and study the meaning of individuals or groups or a human problem. Social scientist, behaviorist, psychologist tend to use this method of research. This form of research starts with assumptions, a worldview and the researcher's problems of inquiry. In this study, the researcher interviewed women in an effort to understand the lived experiences of women in leadership in the public sector.

Each research approach had inherent strengths, weaknesses, advantages, disadvantages

and limitations. The strengths of phenomenological qualitative research include, the ability to seek the general nature of an experience and provide a clear understanding. The phenomenology allows the researcher to see trends and notice the big picture. Another strength of this research approach is that it explores a lived experience and brings meaning to it and may contribute to the development of new practice changes.

Weaknesses of phenomenological qualitative research is that it is time consuming due to the duration and time involved to collect data. Data collection can be laborious. The researcher may struggle with knowing when saturation has been reached. It may be difficult to gain access to participants. Research participants must be able to articulate themselves easily which may be difficult for some due to cognitive issues, language barriers or other factors.

Phenomenological research also has inherent disadvantages and limitations which are outlined below: Subjectivity, bracketing and bias. Subjectivity is limited because it is challenging to establish reliability and validity. Maintaining pure data is difficult when various factors interfere with data which makes it difficult to maintain pure data. Researcher-induced bias can influence pure data and effect data.

There are nine characteristics of qualitative research according to (Creswell, 2007). Creswell (2007) notes that qualitative research “begins with assumptions and the use of interpretive theoretical frameworks that inform the study of research problems addressing the meaning individuals or groups ascribe to a human problem” (p.36). The key characteristics of qualitative research are listed below:

1. Is conducted in a natural setting- Qualitative researchers often collect data in the field at the site where participants experience the issue.
2. Relies on the researcher as key instrument in data collection- qualitative researchers

- collect data themselves through observing behavior, reviewing documents and interviews.
3. Involves using multiple methods- Qualitative researchers typically gather multiple forms of data, such as interviews, documents and observations rather than rely on a single data source. They organize data into categories and themes.
 4. Involves complex reasoning going between inductive and deductive- qualitative researchers build categories themes and patterns from the bottom up and use patterns to organize.
 5. Focuses on participants perspectives and their meanings and multiple subjective views- qualitative researchers keep focus on learning the meaning that the participants hold about a problem.
 6. Is situated within the context of a setting of participants/sites (social/political/historical)- the process for qualitative research is emergent.
 7. The initial plan for research can not be tightly prescribed and may change or modified as data is collected. Researcher must be flexible in their approach as things may change or shift.
 8. Is reflective and interpretive (i.e, sensitive to researchers biographies/social identities)-in qualitative study researchers position themselves and convey their background , work experiences and cultural experiences.
 9. Presents a holistic complex picture- Qualitative researchers develop a complex picture of the issue under study. As they review the data a larger picture emerges. Researchers are able to see and document the complex interactions.

Qualitative research is conducted in a natural setting. The data can be collected in the

field, through observation, interviews and by examining documents or at the site where participants experience the issue or problem under investigation. In this case the researcher will schedule interviews at the participants worksite or within a close proximity. The next characteristic is the researcher as a key instrument. This qualitative study utilized the interview protocol method. According to Creswell (2007), “talking directly to people and seeing them behave in their context is a major characteristic of qualitative research” (Creswell, 2007, p. 37). Qualitative researchers collect multiple sources of data such as interviews, observations, and source documents. The researcher then reads and tries to make sense of the data by organizing into themes and categories. Inductive data analysis involves building patterns, establishing categories, and developing themes from the bottom up. This process is marked by continuous movement between the themes and database until a clear set of themes emerge. In qualitative research the researcher focuses on the participants’ meanings and standpoint and not on the meaning the researcher brings to the interview. Qualitative researchers must be flexible in style and approach as the data is emergent. This simply means that the plan for research may change in the field and all phases of the process may shift or change. Researchers may encounter modifications to data collection, the types of and forms of data collected, and site. The main objective is to learn about the issue from the participants. Qualitative researchers often employ a theoretical lens to view the study. This study will view the issue through the lens of equity, diversity, and inclusion. This form of research is interpretive in nature. The researcher sets aside biases and interprets what they, “see, hear, and understand” (Creswell, 2007, p. 39). The last characteristic of qualitative research is to take a holistic approach. Due to the subjective nature and interpretation of the data the qualitative researchers develop a complex picture of the problem under study. Using big picture thinking qualitative researchers are able to draw multiple

perspectives, identify external factors that may influence the situation under study, and sketch “a larger picture” of the problem (Creswell, 2007).

Methodology

The research selected for this study is a phenomenological design. This method originated in the fields of psychology and philosophy (Giorgi, 1997; Moustakas, 1994) Creswell states that a phenomenological can describe the common meaning of individuals and their lived experiences of a concept or a phenomenon. The basic purpose of phenomenology is to reduce individual experiences with a phenomenon (Creswell, 2013). Van Manen notes that qualitative researchers determine a phenomenon as an “object” of the human experience (Van Manen, 1990, p. 163). The inquirer then collects data from persons who have experienced the phenomenon and develops a description of the essence for the experience for all participants.

Structured process of phenomenology. According to Creswell a phenomenological study describes the meaning of several individuals who have their lived experience of a concept or phenomenon in common. Phenomenologist focus on describing what all participants have in common as they experience the phenomenon. Phenomenology places emphasis on qualities and characteristics. Data is gathered through interviews (Creswell, 2014; Giorgi, 2009; Moustakas, 1994). Transcendental phenomenology is effective for this kind of study because it seeks to understand the human experience. Developed by Husserl the philosophical approach is used in qualitative research. The approach is grounded in the concept of setting aside all preconceived ideas to see a phenomena through unclosed glasses and allowing the true meaning of the phenomena to naturally come through. (Sheehan, 2014)

Moustakas’ (1994) approached developed a systematic approach in data procedures and guidelines for writing the textual and structural rich descriptions. In deriving scientific evidence

in phenomenology investigations, the researcher establishes and carries out a series of methods and procedures and satisfy the requirements of an organized, disciplined and systematic study.

These include:

1. Discovering a topic and question rooted in autobiographical meanings and values, as well as involving social meanings and significance;
2. Conducting a comprehensive review of the professional and research literature;
3. Constructing a set of criteria to locate appropriate co-researchers;
4. Providing co-researchers with instruction on the nature and purpose of the investigation, and developing an agreement that includes obtaining important consent, ensuring confidentiality, and delineating the responsibilities of the primary researcher and research participant, consistent with ethical principles of research;
5. Developing a set of questions or topics to guide the interview process;
6. Conduction and recording a lengthy person to person interview that focuses on bracketed topic and question. A follow up interview may also be needed;
7. Organizing and analyzing the data to facilitate development of individual textural and structural descriptions, a composite textural description, a composite structural description, and synthesis of textural and structural meanings and essence.

(Moustakas, 1994)

Appropriateness of phenomenology methodology. This research design is appropriate for this study as it sought to highlight women leaders in the public sector at the local, state, and federal levels who have experienced common phenomenon and lived experiences. There are procedure for conducting phenomenological research. Moustakas' developed eight steps:

1. Determine if the research questions posed and the problem addressed are best

- examined using a phenomenological approach;
2. Select a phenomenon of interest (e.g. Women Leaders in the Public Sector);
 3. Recognize the broad philosophical assumptions and clearly lists them;
 4. Data are collected from individuals who have experienced the phenomenon. Often this data collection consists of interviews, multiple interviews with willing participants. Polkinghorne (1989) recommends the researcher interview 5-25 individuals or until saturation. My study seeks to interview 15 women in the public sector.
 5. Ask two broad and general questions.
 6. Phenomenological data analysis steps include coding, grouping, transcribing the interview, highlighting key quotes and significant statements, and developing emerging themes that provide a deeper understanding of how participants experienced the phenomenon.
 7. Select significant statements and themes. These themes are used to write rich and detailed description of the participant's experience. This process is called textual description.
 8. The researcher craft or compose a description that presents the "essence" of the phenomenon using the structural and textual descriptions. All designs have inherent drawbacks and limitations as well as advantages and disadvantages. So, it is true with phenomenology. There are challenges as "phenomenology provides a deep understanding of a phenomenon. The researcher must be highly selective and careful when choosing the right individuals to participate" (p. 30).

Research Design

Qualitative research is primarily exploratory research. This type of research is used to gain an understanding of opinions and motivations. The results of qualitative research are usually descriptive rather than predictive. Qualitative research is used in many academic disciplines. However, qualitative research methods originated in the social and behavioral sciences, anthropology, sociology and psychology. Creswell (2013) defines qualitative research as: A situated activity that locates the observer in the world. Qualitative research consists of a set of interpretive, material practices that make the world viable. These practices transform the world. Qualitative researcher turn the world into a series of representations including field notes, interviews, conversations, photographs, recordings and memos to self to create rich textual and meaning data (Creswell, 2013). Qualitative research is a broad methodological approach. There are six different approaches: Case study, narrative research, ethnography, grounded research and phenomenology. Each approach has inherent advantages and drawbacks, limitations and different research strategies.

Qualitative research is different from quantitative research. Quantitative research is a systematic empirical investigation. Quantitative research attempts to generate numerical and statistical data. So quantitative study attempts to quantify attitudes, behaviors and other variables and then attempt to generalize this data to a larger population. Quantitative data collection includes online surveys, paper surveys, polls and other systematic observations. Qualitative research attempts to dive deeper into organizational issues thoughts and opinions of participants. Qualitative data collection methods include semi structured, structured, and unstructured techniques, focus groups, participation observations, telephonic, online and individual interviews.

Analysis unit. The population for this study was women leaders in the public sector who have 2 years of experience and who work for a government agency. These women were recruited from Los Angeles African American Women Women's Policy Institute (LAAAWPPI), California Women Lead Organization, LA County, Employment Development Department, Department of Rehabilitation, Department of Motor Vehicles, City of Los Angeles, City of Gardena, City of Compton, Veterans Administration, and surrounding municipalities.

The unit of analysis for this study is a woman leader in the public sector who met the following criteria: (a) work for a government agency for at least 2 years in a leadership capacity or role, (b) mid level to top level leaders, (c) currently in good standing with employer, not on probation, administrative or corrective leave, and/or (d) a recently retired woman leader in the public sector.

Sample size. The sample size for this study was 8 participants. There are over 240 government agencies in California. The public websites such as ca.gov and directories will be used to gather agencies listings and directory for contacts to locate women in leadership positions who fit the criteria to participate in the study. From this population, a sample of 8 women leaders participated in the study. Creswell (2007) suggest that 5-25 individual participate in a phenomenological study. The minimum sample size may range from 10 to 25 (Polkinghorne, 1989). This study will employ purposive sampling. In purposive sampling researchers intentionally select individuals and attempts to learn or understand the central phenomenon. (Creswell, 2012)

Participation selection. An important part of qualitative research is the selection process of a study. Participant selection for this research study began by visiting the Web site www.ca.gov/agencies which provides a listing of all state agencies for the state of California.

Presently there are 243 state agencies. In addition, researcher visited two publicly accessible websites, www.californiawomenlead.org, LinkedIn, Leadership California at the following url www.leadershipcalifornia.org to locate willing participants.

1. Researcher visit websites and locate female leaders in leadership and management positions.
2. Researcher made a list of names with contact information.
3. An e-mail message was sent to request an appointment for an interview with information about the study included.

Sampling frame to create a master list. Step one: Determine the 7 to 10 agencies in California that have the women in leadership roles and contact agencies such as the California Department of Rehabilitation, Department of Corrections and Rehabilitation, Employment Development Department and Department of Mental Health. Researcher will use personal, professional networks, and relationships to locate perspective participants.

Step two: Drafted a letter and e-mail script to potential participants and develop recruitment flier.

Step three: Sent a letter to the director of the 7 to 10 agencies requesting permission to invite women who meet the research criteria to participate in the study and provide a list of contact names and e-mail addresses. A copy of the permission letter will be placed in the appendix.

Step four: Developed a packet containing a letter of informed consent, Institutional Review Board (IRB) approval, brief description of the study, create electronic flier, research questions, and provide researcher's contact information for willing participants to schedule a 30- to 45-minute interview.

Step five: Outlook, iCalender or a scheduling app to set appointments and schedule interviews.

Criteria of inclusion. This study included women leaders in the public sector with a minimum of 2 years of experience in a leadership role. This time frame allows leaders the opportunity to learn their new roles, pass probationary periods, and fully understand the depth and breadth of their job task and responsibilities. These women may work for the city, state, county or federal agencies. The women leaders who choose to participate in this study work in various departments and head teams. They oversee budgets, resources, staff and collaborate with community partners and stakeholders. They have made a choice to be public servants.

The standards for inclusion for this study are outlined below:

1. Work for a government agency for at least 2 years in a leadership capacity or role.
2. Mid level to top level leaders who possess a basic understanding of and knowledge of public sector leadership and the culture.
3. Currently in good standing with their employer, not on probation, administrative or corrective leave in city, county state or federal positions.
4. Recently retired women leaders in the public sector. For the purposes of this study, recently retired means between one to two years in retirement status.
5. Possess a minimum of a Bachelor's degree.

In order to participate in the study the researcher will verify prospective participants based on their resume, CV and knowledge of the culture and leadership in the public sector.

Criteria of exclusion. The standards for exclusion in the study are outlined below.

1. This study will exclude male leaders in the public sector.
2. Early career professionals with less than two years work experience in the public

sector.

3. Women in the public sector who are not in leadership roles.

Purposive sampling maximum variation. This study employed purposive sampling to meet the 15 required participants to reflect maximum saturation and provide depth, insight and richness in the data. Purposive sampling involves collecting data from a well-informed sample (Isaac & Michael, 1995; McMillan & Schumacher, 2014). Purposive sampling is a sampling method that allows for sample selection by judgment of the researcher. The researcher selects members of the population who meet the criteria of the study and invites them to participate. According to Pan qualitative researchers strive for purposive sampling. Individuals are selected based on the researcher's knowledge of the population and the purpose of the study (Pan, 2015). Purposive sampling is the process in which the investigator select criteria for prospective participants to be included in the study. Utilizing this sampling technique allows the researcher to use personal knowledge to select the group to be studied (Gay & Airasian, 2000). Using this technique allows ease of access to willing participants as they have disposable time, are local, and accessible. It is a form of non probability sampling. This sampling technique allows the investigator to select participants based on their characteristics such as being knowledgeable about leadership in the public sector, civic duty, policy, level and years of experience and willingness to take the time to reflect on their experiences. Criteria for maximum variation will be the participants years of experience with a minimum of 2 years and her highest rank, title or position in the public sector. Women leaders with 10 or more years of experience will be given preference. Women will be selected who have the highest level of position, title and number of years of experience with 2 years being the minimum baseline. This group of women will be

preferred and selected because they potentially have the most experience and can add more expertise to the study.

Human Subjects Consideration

IRB protocols were used to protect human subjects. This study will begin by completing and submitting an exempt application to be reviewed by Pepperdine University Graduate School of Education and Psychology IRB. IRBs were created to help protect against human rights violations. The protections are set in place based on federal regulations. Included with the IRB application will be the informed consent form, (Appendix A), recruitment scripts (Appendix B) and a copy of CITI training certificate (Appendix C). Once the IRB application is approved by the committee, the researcher will begin recruitment procedures to attain study participants. Pepperdine University IRB exists for the protection of research participants. Before any participants were contacted for possible participation or before data is collected for this study, approval from the IRB will be obtained. The reason IRB committees exist at educational institutions and universities are to meet “federal regulations that provide protection against human rights violations” (Creswell, 2014, p.95). The protections are in place to ensure that no harm is done to participants and all ethical standards and practices are adhered to while conducting research. The Belmont report was established in 1978 to provide clear guidelines for the protection of human subjects. The three main principles of the Belmont report are: (a) respect for persons, (b) beneficence, and (c) justice. The purpose of IRB is to protect special populations such as those who are disadvantaged or are susceptible to being exploited. An example of some groups are: Pregnant women, adolescents, or physically /mentally disabled and people who are in prison. Other consideration are related to economic, social or legal issues. According to Mallette (2014), when identifying potential risk it is best to consider your subject populations. An

example noted is that children may be affected differently than adults. Various steps may be taken to minimize risk. For example data should be stored on a password protected disk. Codes should be used rather than using names.

All researchers must adhere to 45 CFR 46 before undertaking any research with the intentions of involving human subjects. This federal regulatory law entails providing informed consent and adhering to an ethical code of standards when conducting research. The researcher will adhere to all IRB rules and regulations when conducting the study. The principal investigator completed the required CITI certification.

Confidentiality is important. Researcher is keeping all records for this study confidential as far as permitted by law. However, if required to do so by law, the researcher may disclose information collected about you. Examples of the types of issues that would require me to break confidentiality are if you tell me about instances of child abuse and elder abuse. Pepperdine University's Human Subjects Protection Program (HSPP) may also access the data collected. The HSPP occasionally reviews and monitors research studies to protect the rights and welfare of research subjects.

The potential and foreseeable risks associated with participation in this study include no more than minimal risk. Johnson (2012) study *The Path to Graduation: A model interactive Website Design Supporting Doctoral Students* described minimal risks as, "the probability and magnitude of harm or discomfort anticipated in the research are not greater in and of themselves than those ordinarily encountered in daily life or during the performance of a routine physical or psychological examinations or tests" (p.117). Possible risks for participating in the study include, but are not limited to:

1. Potential Breach of Confidentiality

2. Potential risk to reputation
3. Self-Efficacy: Boredom; Fatigue and Negative Self Reflection

Risks were minimized in the following ways: (a) participants identities will be known only to the researcher and will not be used in the study, (b) no specific identifying information will be reported in any part of the study, (c) researcher used a generic numeric coding system to identify each woman leader and generate a profile when reporting the data, (d) if fatigue or discomfort is experienced by the participant a break will be provided, and lastly (e) the researcher will reiterate at the beginning and during the interview that their participation is strictly voluntary and ensure participants they may stop at any time without any form of retribution.

Participants received a \$10 Starbucks gift card as an incentive for participating in the study. Participants do not have to answer all of the questions in order to receive the card. The card will be given to each participant upon conclusion of the interview or mailed within 5 days of the telephonic or Zoom interview. The card will be mailed directly to the address provided by the participant at the conclusion of the interview. Participation contributes to the literature on women in leadership in the public sector, business, economy and public policy and government. The insights and wisdom gleaned from the interviews will help better understand the challenges women face working in the public sector and determine best practices. The aim of the study is to close the gap on women in leadership by providing a pathway and clear steps for future women leaders, and aspiring girls and women in the U.S.

Security of data is intended to aide in confidentiality. Secure data helps to protect content of the study as well as the participants. The data is stored on a password-protected computer in the principal investigators place of residence. The data will be stored for a minimum of three

years. Researcher saved and backup all information on an external hard drive as a redundancy measure. There will be no identifiable information obtained in connection with this study. Name, address or other identifiable information will not be collected. Any identifiable information obtained in connection with this study will remain confidential. Responses are coded with a pseudonym and transcript data will be maintained separately. The audio-recordings will be deleted once they have been transcribed.

The data collected was coded for validity and reliability purposes, de-identified, identifiable, and transcribed. Audio recordings will be listened to twice to capture nuances and ensure accuracy. Upon the researcher initial coding process the data will be provided to two carefully selected doctoral peer interviews with similar amount of training and preparation for conducting qualitative research. The peer coding process entails fact checking, accuracy and a comparison of what the principle researcher interpreted. The principle researcher will take necessary steps to read the peer commentary and incorporate suggestions and peers recommendations to strengthen the study. Participants will have an opportunity to read the final transcription to ensure accuracy, prior to publication.

The next phase is data collection. The data collection process began after the researcher received IRB approval. Participants who agreed to participate in the research study were given an informed consent form, as well as information related to the purpose of the study, and a copy of the interview questions. To ensure confidentiality of participants there is no identifiable information obtained in connection with this study. To further protect and ensure confidentiality there is no identifiable information such as the name of the organization revealed in the study. To minimize risks, participants name, address or other identifiable information was removed from the study and a pseudonym will be used when reporting all results. The responses are coded with

a pseudonym and transcript data will be maintained separately. The audio-recordings were deleted once they were transcribed. The information collected and analyzed (e.g. recorded interviews, transcription, notes, and coding sheet) will only be available to the researcher on a password protected computer. Researcher will save and backup all information on a external hard drive as a redundancy measure. Paper files were destroyed immediately after the study was concluded. Participation in the study was voluntary and the participants have the right to request to be removed from the study at any time. Participants may review after the study has been completed.

Using the master sample list created from city and county websites such as www.ca.gov/Agencies, www.leadershipcalifornia.org, and www.laaawppi.org, the researcher utilized contact information found publicly. The researcher used information found publically via online mediums such as LinkedIn and other internet sites to reach out to potential participants. The recruitment script was shared with persons via e-mail or by phone to inform individuals of the purpose of the research and to help grasp their interest. Consent forms were e-mailed to potential participants with an explanation of the purpose of the study (Richards & Morse, 2013). Confidentiality of names and data managed to protect the identity of human subjects as well as describing how information will be gathered and stored. After participants have been recruited and consent has been given interviews will be set based on participant availability. Participation is voluntary and participant may leave the study at any time and for any reason (Richard & Morse, 2013).

The data collected is coded for validity and reliability purposes, de-identified, identifiable, and transcribed. Audio recordings will be listened to twice to capture nuances and ensure accuracy. Upon the researcher initial coding process the data will be provided to two

carefully selected doctoral peer interviews with similar amount of training and preparation for conducting qualitative research. The peer coding process entails fact checking, accuracy and a comparison of what the principle researcher interpreted. The principle researcher will take necessary steps to read the peer commentary and incorporate suggestions and peers recommendations to strengthen the study. Participants will have an opportunity to read the final transcription to ensure accuracy, prior to publication.

Interview Techniques

Letiche (2006) describes phenomenology as compromising of procedural techniques of inquiry and references the four steps of social investigation, which explains the framework to understanding the relationship between the researcher and the subject. A qualitative interview occurs when researchers ask one or more participants general, open ended questions and record their answers (Creswell, 2012).

The purpose of this study was to determine the best practices used by women leaders in the public sector. This purpose is achieved by identifying successes and challenges. Through the interviews the research will explore the challenges, best practices and strategies that women leaders employ, while working in the public sector. The interviews will provide pertinent information for future women leaders. The qualitative study consists of 5 to 8 semi-structured open-ended interview questions that will focus on identifying the successes and challenges women leaders face in the public sector. Bevan (2014) author of *The method of questioning* employs descriptive and structural questioning as well as a novel use of imaginative variation to explore experience. To participate in this study participants can volunteer, be a referral or be selected based on experience or leadership position in the public sector. The interview lasted approximately 30-45 minutes and was conducted in person at an agreed upon designated

location, telephonically or using software such as Zoom video-conferencing and Trent for transcription. In addition (Madjidi, 2016) noted steps used in participant interviews such as:

- Prepare follow up questions,
- Allow for space that fosters open dialogue,
- adhere to interview procedure and previously validated questions,
- Do not interrupt or share viewpoints and opinions,
- Do not ask leading questions,
- Demonstrate active listening,
- Stay unbiased,
- Understand the disruptions may take place or feelings may be expressed during interview,
- Refrain from showing emotional demonstrations, or expressing agreement or opposition,
- Keep focused during the interview and remain on task.

Interview Protocol

This section provides an overview of the interview protocol using semi-structured open ended questions that will be used in this study (Patton, 2002). The aim of the interview protocol was to bring structure to the study, help organize questions that the researcher seeks to ask, and keep the interviewee on task. The interview protocol also helps to prepare for the interview, determine the most important information to obtain while using the limited time allotted for the scheduled interview. Patton (2002) claims the interview guide is a list of questions to be explored, to seek meaning, examine topics and understand common experiences. The guide serves as a checklist. Lastly the interview protocol provides a systematic approach to

collecting qualitative data. The protocol was examined by the preliminary panel and reviewed and approved by the preliminary committee. The interview protocol was planned for specific one time usage, therefore, determining reliability of data collection process was not required. The researcher modeled the three-step process to establish validity and reliability through prima-facie, peer review and expert review after (Almas, 2018). The process will be outlined in the following section.

Relationship between research and interview questions. The study consists of a total of 4 research questions. The researcher developed 5 to 8 semi-structured open-ended interview questions to further enhance the study. Each interview question was aligned to one of the 4 research questions. The interview questions are stated in Table 2.

Interview question 1, 2 , 3 and 4 correspond to research question 1. These questions cover leadership, techniques and strategies, styles and approaches of women in the public sector. The interview questions are stated in Table 2.

Interview questions 5, 6, 7 and 8 correspond to research question 2. These question focus on the leadership challenges, how they deal with challenges and how they approach work-life balance. The interview questions are stated in Table 4.

Research question 3 corresponds to question 9, 10, and 11. These interview questions focus on success and how women monitor and track success. Research question 4 focuses on lessons for emerging leaders. The interview questions seek to find out what lessons women leaders have for young women who desire to pursue leadership roles. The interview questions are stated in table 4.

Table 4

Research Questions and Corresponding Interview Questions

Research Questions	Interview Questions
RQ1: What are the leadership strategies, traits and best practices of women leaders in public sector?	IQ 1: How would you describe your approach to leadership? IQ 2: What practices or techniques do you use to lead? IQ 3: What characteristics or skills do you have that help your leadership practices? IQ 4: What characteristics or leadership skills hinder your leadership practices?
RQ 2: What are the challenges and obstacles that women leaders face in the public sector?	IQ 5: What unique challenges do you face as a women leader in the public sector in the public sector? IQ 6: How to you deal with or overcome the challenges? IQ 7: Have you had to change your authentic leadership approach as a result of these challenges? IQ 8: How do you deal with work life balance integration?
RQ3: What are the measurements of success for women leaders in within public sector?	IQ 9: How do you define success? IQ 10: How do you measure and track this success? IQ 11: How do you celebrate victories for yourself?
RQ4:Based on their experiences, what lessons do women leaders have for emerging leaders?	IQ 12: What advice do you have for women who seek leadership positions in the public sector?

Note. The table identifies four research questions and corresponding interview questions. Interview questions were reviewed by a panel of two peer-reviewers and expert reviewers.

Validity and reliability of the study. Qualitative research is subjective and interpretive in nature and thus it is important as a researcher to ensure the validity of research findings. There are two types of validity internal and external validity. Creswell (2014) notes that the variance between validity and reliability in qualitative methods versus quantitative approach (Kuckartz, 2014). It is the duty of the researcher to set aside person bias and subjectivity, to report findings as objectively as possible, to make sure they are believable, applicable, and consistent in order to be useful to a wider audience. To establish credibility, internal validity, the researcher will cross

check and verify information collected with participants to verify accuracy. This process is known as triangulation. In Triangulation, researchers make use of multiple and different sources, investigators and methods (Ely et al., 2011; Erlandson, Harris, Skipper, & Allen, 1993). Due to the nature of the study and small sample size findings may not be transferable or generalizable to a larger audience. However, the findings may be useful to women in the private sector and applied to similar settings and situations. To ensure dependability within the study the researcher will take copious notes and document any changes in context, setting, or unexpected occurrences within the study in the field notes and journaling process. These changes will also be noted in the findings to add further clarity and an in depth explanation of the rich textual data collected from each participant. In this way the findings can be repeated.

Prima-facie and content validity. The interview questions were developed based on the literature review and designed to inform the research questions. After development of the research questions, the first step in the validation process was to determine if the appropriate tool was used to measure and determine if it measured what was intended. This is determined by the ease of readability and clarity and if it appears to be valid on its face appearance (Patten & Bruce, 2009; Youngson, Considine, & Currey, 2015).

Peer-review validity. Peer review or debriefing provides an external check of the research process (Creswell, 2013; Ely et al., 2011; Erlandson et al., 1993; Glesne & Peshkin, 1992; Lincoln & Guba, 1985; Merriam, 1998). According to Creswell, Lincoln and Guba define the role of peer reviewer as a “devil’s advocate”, an individual who keeps the researcher honest and ask questions about the study. The peer review process will be used to challenge assumptions and biases of the researcher in order to eliminate redundancy and to insure the questions are clear. The reviewer must read each research question and determine if it aligns each interview

question. The reviewer is given three options to modify the questions. Next, the peer reviewer determine if the question should be kept as stated, deleted or modified. If needed there are lines provide for recommendations. Table 5 provides a peer review protocol to further establish validity (Creswell, 2013). See also Appendix D.

Table 5

Research Questions and Corresponding Interview Questions (Revised)

Research Questions	Corresponding Interview Questions
RQ1: What are the leadership strategies, traits and best practices of women leaders in public sector?	IQ 1: How would you describe your approach to leadership? <ol style="list-style-type: none"> a. The question is directly relevant to Research question - Keep as stated b. The question is irrelevant to research question – Delete it c. The question should be modified as suggested:
	I recommend adding the following interview questions:
	IQ 2: What practices or techniques do you use to lead? <ol style="list-style-type: none"> a. The question is directly relevant to Research question - Keep as stated b. The question is irrelevant to research question – Delete it c. The question should be modified as suggested:
	I recommend adding the following interview questions:
	IQ 3: What characteristics or skills do you have that help your leadership practice? <ol style="list-style-type: none"> a. The question is directly relevant to Research question - Keep as stated b. The question is irrelevant to research question – Delete it c. The question should be modified as suggested:
	I recommend adding the following interview questions:
	IQ 4: What characteristics or skills hinder your leadership practice? <ol style="list-style-type: none"> a. The question is directly relevant to Research question - Keep as stated b. The question is irrelevant to research question – Delete it c. The question should be modified as suggested:
	I recommend adding the following interview questions:

(continued)

**Research
Questions**
Corresponding Interview Questions

RQ 2: What are the challenges and obstacles that women leaders face in the public sector?

- IQ 5: What unique challenges do you face as a women leader in the public sector?
- The question is directly relevant to Research question - **Keep as stated**
 - The question is irrelevant to research question – **Delete it**
 - The question should be **modified as suggested**:

I recommend adding the following interview questions:

IQ 6: How do you deal with or overcome the challenges?

- The question is directly relevant to Research question - **Keep as stated**
- The question is irrelevant to research question – **Delete it**
- The question should be **modified as suggested**:

I recommend adding the following interview questions:

IQ 7: Have you had to change your authentic leadership approach as a result of the challenges?

- The question is directly relevant to Research question - **Keep as stated**
- The question is irrelevant to research question – **Delete it**
- The question should be **modified as suggested**:

I recommend adding the following interview questions:

IQ 8: How do you deal with work-life balance integration?

- The question is directly relevant to Research question - **Keep as stated**
- The question is irrelevant to research question – **Delete it**
- The question should be **modified as suggested**:

I recommend adding the following interview questions:

(continued)

Research Questions
Corresponding Interview Questions

RQ3:What are the measurements of success for women leaders in within public sector?

IQ 9: How do you define your success?

- a. The question is directly relevant to Research question - **Keep as stated**
- b. The question is irrelevant to research question – **Delete it**
- c. The question should be **modified as suggested**:

I recommend adding the following interview questions:

IQ 10: How do you measure and track this success?

- a. The question is directly relevant to Research question - **Keep as stated**
- b. The question is irrelevant to research question – **Delete it**
- c. The question should be **modified as suggested**:

I recommend adding the following interview questions:

IQ 11: How do you celebrate victories for yourself?

- a. The question is directly relevant to Research question - **Keep as stated**
- b. The question is irrelevant to research question – **Delete it**
- c. The question should be **modified as suggested**:

I recommend adding the following interview questions:

RQ4:Based on their experiences, what lessons do women leaders have for emerging leaders?

IQ 12:What advice do you have for women who seek leadership positions in the public sector?

- a. The question is directly relevant to Research question - **Keep as stated**
- b. The question is irrelevant to research question – **Delete it**
- c. The question should be **modified as suggested**:

I recommend adding the following interview questions:

Note. The table identifies four research questions and corresponding interview questions with

revisions based on feedback from peer-reviewers and an expert reviewer. Subsequent changes were made to the order and phrasing of questions within the interview protocol.

Expert review validity. To further establish validity of the interview protocol the researcher employed the services and expertise of subject matter experts in qualitative phenomenological research methods to review, revise and make recommendations to the interview protocol. If during the peer review period the peers fail to reach a consensus on necessary changes to the study, the researcher will seek the guidance of an expert reviewer. The dissertation chairperson and committee members agreed to serve as an expert reviewer of validity of the semi structured protocol. Each subject matter expert possesses Doctoral Degrees and are knowledgeable about phenomenological and qualitative research methods.

Final Approved Interview Questions

Participants had an opportunity to prepare for the telephonic, face to face or video conferencing interview, as the questions will be e-mailed at least 24 hours prior to the scheduled meeting. The final approved semi structured interview questions are provided below.

Table 6

Final Approved Interview Questions

-
- IQ 1: How would you describe your approach to leadership?
 - IQ 2: What practices or techniques do you use to lead?
 - IQ 3: What characteristics or skills do you have that help your leadership practices?
 - IQ 4: What characteristics or leadership skills hinder your leadership practices?

 - IQ 5: What unique challenges do you face as a women leader in the public sector in the public sector?
 - IQ 6: How to you deal with or overcome the challenges?
 - IQ 7: Have you had to change your authentic leadership approach as a result of these challenges?
 - IQ 8: How do you deal with work life balance integration?

 - IQ 9: How do you define success?
 - IQ 10: How do you measure and track this success?
 - IQ 11: How do you celebrate victories for yourself?

 - IQ 12: What advice do you have for women who seek leadership positions in the public sector?
-

Reliability of the study. A perspective that can be addressed in a variety of ways is reliability. Reliability can be enhanced by if the researcher obtains detailed field notes by employing good quality tape for recording and by transcribing the tape. Coding can be done “blind “ without the researchers knowing what the expectations are or what the questions are (Creswell, 2007). Per Creswell reliability often refers to stability of responses to multiple coders of data sets.

Statement of Limitations and Personal Bias

For this study the researcher used this opportunity to set aside all personal biases. It is important for the researcher to set aside personal biases when conducting qualitative research methods. The relationship between the researchers and the research will not be void of biases should occur at the launch of the study (Miller, 1992). Setting aside assumptions, biases, and personal beliefs in order to examine each carefully removes inherent subjectivity when interviewing. The researcher has over 19 years of experience working for a public state agency. As a woman leader in the public sector, the researcher has experienced bias in the workplace. While the researcher has been qualified for positions she has been passed over for special projects and promotional opportunities. The researcher has observed women in leadership roles experience some of the challenges that I have read about during my research. Some of the women hit the glass ceiling, while others were given the opportunity to lead only in the face of certain failure, extreme downturns, and massive statewide economic crisis. These women failed to ascend the class cliff. This study is important as it seeks to garner the stories of success and harness the internal power of 8 women leaders in the public sector to act as a guidepost for young women and girls to intentionally pursue leadership roles within the public sector. I aim to

chronicle their stories and emerge with Best Practices to share with other women in business, government, and leadership.

Bracketing and epoche. Bracketing is a process where the principal investigator or researcher sets aside her own personal experiences and beliefs. Creswell (2007) claims bracketing “allows the researcher to take a fresh perspective toward the phenomenon under examination” (p. 59). At this time the researcher will take the opportunity to set aside personal experiences. As a woman leader in the public sector for 19 years, the researcher experienced and observed women being passed over for career advancement. Like the researcher these women were competent and qualified and could do the job. The researcher has witnessed women work harder and go the extra mile in order to have the same opportunities as their male counterparts. Working in the public sector the researcher has been privy to negative external remarks, sidebar comments, and stereotypical statements made by men and women about female leaders who are assertive or who challenge the process (Kouzes & Posner, 2006). During the researcher’s tenure the researcher have witnessed firsthand workplace sabotage, setbacks, and an uneven playing field. Using the doctor of organizational leadership program, the researcher now possesses the language, mindset, tools, and resources necessary to be an effective agent of change. The researcher’s first hand experiences are a prime indicator that there is a need for change and a shift in thinking on how to close the women’s leadership gap in the public sector. Given today’s climate it is not time for male leaders to act impetuous, but rather give pause and listen to the voice of women in the workplace in the public sector. This study aims to do just that by opening the dialog and providing women leaders a space to share their barriers, challenges and high points in their career. Our tense climate of sexual harassment and the #METOO movement has shed light on sexual harassment in the workplace across all industries. Maybe the

male dominate corporate culture and hidden climate of sexual harassment is one of the factors why there is a lack of women in leadership roles. Now is the time for the discussion to be brought to the forefront. How might we produce more women leaders in the public sector? How might we reduce the external pressure and barriers women face to advance in the corporate setting? There is an opportunity for forward thinking and this study will help support the advancement of women and early career professionals. According to Van Manen (1990), research starts form the experience of the researcher (Richards & Morse, 2013).

Data Analysis

Data will be collected from subjects by interview. Field notes will be reread twice and transcribed verbatim. The principal investigator will conduct qualitative data analysis use excel to help collect and import the data. Georgi (1997) offers the following five step process to analyze data: (a) gather spoken data, (b) decipher the data through review, (c) segment data into specific groups, (d) apply organization and explanation according to subject matter, and (e) translate synthesized finding into a report for the academic community. This process will allow the researcher an opportunity to sort, count frequency, cluster, and develop emerging themes in a systematic way.

Data Analysis in qualitative research consist of preparing and organizing data (i.e. text data as in transcripts, or image data as in photographs for analysis by reducing the data into themes through a process of coding and condensing the codes (Creswell, 2007). Understanding and applying coding techniques is an integral part of data analysis phase supporting emerging concepts (Charmaz, 2006). Creswell notes that there are three logical coding steps: (a) open coding, (b) axial coding, and (c) selective coding (Creswell, 2014; Morse, 2013). The coding system is designed to assist the researcher in organizing large quantities of quantitative data such

as questionnaire results and qualitative data such as transcriptions from interviews, field notes, direct observation and transmitting messages with brevity and specificity in a systematic way. The coding system is used to compile, facilitate, and help categorize information for further analysis. Coding is an analytical process used to transform data into an understandable way that could be used by a computer software. It can be done manually or electronically.

Inter-rater reliability and validity. Interrater reliability and validity is used to determine similarities in data that is collected. It's a statistical measurement used to determine how similar data is that is collected by different raters. To establish inter-rater reliability the researcher went through a co-reviewer process. This is a process by which the principal investigator initially codes the data for the first 3 participants and then allows peers access to the data set, research questions and interview questions. The peer viewers have master's degrees, have taken research methods and statistics, quantitative research design and at least one qualitative research methods course. The peer reviewers will be fellow cohort members in the Organizational Leadership Program at Pepperdine University Graduate School of Education and Psychology. The peer review process begins once the researcher creates a analytical chart to compare data and notes. Next, a co-reviewer is selected. The co-reviewers reviews the data, makes comments, and adds suggestions and recommendations. This process helps to ensure clarity and consistency, remove redundancies, and limit biases within the study. Peer review provides an external check of the research process (Ely et al., 2011). The peer reviewer may be seen as a "devil's advocate", or rather an individual who keeps the researcher honest (Creswell, 2012).

Chapter 3 Summary

Chapter 3 provided a re-statement of the research questions, outlined the nature of the

study, and detailed the methodology, which included the phenomenological research design approach, and strategies. Chapter 3 continued with a thorough description of the protection of human subjects, which included inherent risks, benefits, and informed consent measures and recruitment process. The chapter clearly described the population, sampling techniques, data collection procedures, interview techniques, and a description of interview protocol. The chapter continued by listing various validity and reliability methods. Lastly, Chapter 3 concluded with a statement of personal bias, bracketing and epoche, data analysis plan, and interrater and reliability measures. Major constructs and themes will be reported in Chapter 4.

Chapter 4: Findings

Background

Women have held leadership roles for many generations. Today, the number of women in leadership roles is increasing. While the number of women in leadership roles is rising, there are barriers women leaders in the public sector continually and silently endure such as work-life integration, work ethics, performance based on perceptions and physical appearance, harsh judgments and different work expectations, and standards in the workplace and being overlooked for promotion opportunities based on these things. The purpose of this phenomenological study was to explore the challenges women face and the best practices women use to overcome the barriers, while serving in a leadership role in the public sector. To accomplish this goal, the study sought to answer the following questions:

RQ1: What are the leadership strategies, traits and best practices of women leaders in public sector?

RQ2: What are the challenges and obstacles that women leaders face in the public sector?

RQ3: What are the measurements of success for women leaders within public sector?

RQ4: What lessons do women leaders have for emerging leaders?

Summary of Topic (Interview Questions)

An interview protocol with 12 open-ended questions was developed. The use of inter-rater reliability and validity procedure were applied. The inter-rater reliability procedure was used to validate the process. The following questions were approved after review:

1. How would you describe your approach to leadership?
2. What practices or techniques do you use to lead?
3. What characteristics or skills do you have that help your leadership practices?

4. What characteristics or leadership skills hinder your leadership practices?
5. What unique challenges do you face as a women leader in the public sector in the public sector?
6. How to you deal with or overcome the challenges?
7. Have you had to change your authentic leadership approach as a result of these challenges?
8. How do you deal with work life balance integration?
9. How do you define success?
10. How do you deal with work life balance integration?
11. How do you celebrate victories for yourself?
12. What advice do you have for women who seek leadership positions in the public sector?

Participants

A total of eight participants were selected to participate in the study. The ages of the participants range from age 25 to 65. Of the participants, 100% were women, as this study only focused on women in leadership in the public sector. Of the participants, four were African American, one White and Latina, one Latina, and two Caucasian. Seven of the participants possessed a Master's degree or higher. One participant is all but dissertation and presently writing her dissertation in pursuit of the Doctorate degree. One person possessed a Bachelor of Arts degree from a regionally accredited university and met the criteria to participate in the study. The women held positions across various industries such as civil service jobs at the city, state, and county level and positions in higher education. Four of the participants worked for a state agency, two were employed and held leadership positions at a city agency, one participant's

line of work was from a county agency, and one woman worked at a community college district.

Data Collection

Researcher received full IRB approval on December 12, 2018. Data collection began and the researcher started to gather names of potential participants for the study. First the researcher began by visiting public Web sites for state, county, city, and federal agencies. The researcher accessed Web sites such as LinkedIn, LAAAWPPI, and Leadership California. A master list was created. The list was sorted and filtered to ensure that all participants met the required criteria for inclusion. The researcher initially drafted letters seeking approval from various organizations such as LAAAWPPI to access the members contact information to obtain potential participants for the study. In addition, the researcher sent a request to the Mayor's Office in the City of Compton and the Mayor's office in the City of Gardena, and a senator. However, as a result of slow response or lack of response, the researcher used professional work network, personal network, and social media Web sites. The researcher sought out women leaders who met the criteria. In some cases, business cards from women leaders were used because of slow response or no response to e-mail messages and phone calls. An introductory e-mail message was sent to request participation in the study. A second batch of e-mail messages were sent to gather more participants, as some people declined or did not respond. Participants who agreed to interview were sent a list of interview questions 24 hours prior to the scheduled interview along with the informed consent forms. Participants were informed that the interviews would be anonymous. The duration of the interviews were 30 to 45 minutes; however, some interviews lasted up to 50 minutes. On February 10, 2019, the final interview was conducted.

Table 7

Participants and Dates of Interviews

Participant	Interview Date
P1	January 20, 2019
P2	January 30, 2019
P3	January 31, 2019
P4	February 2, 2019
P5	February 3, 2019
P6	February 4, 2019
P7	February 9, 2019
P8	February 10, 2019

Data Analysis

This phenomenological research study involved coding interview data. The data were categorized and coded. The process began by audio recording all interviews. The researcher took notes during the interviews. Bracketing was used to suspend judgment, separate the researcher's experiences, and to be objective, as the researcher works in the public sector. This approach allowed the researcher to have a fresh perspective (Creswell, 2013). Prior to the interviews, the researcher removed preconceived thoughts related to best practices when working with participants by noting exactly what participants voiced, not interpreting their comments in the moment, and seeking clarification when internal thoughts arose during the interview. The next step involved the transcription of audio recordings into Microsoft Word documents. The researcher continued with data analysis by the transcribing the semi-structured interviews used to collect data for this study. Recordings of interviews were transcribed by a professional

transcription service through which interviews were captured in writing after which, the transcripts were coded by the researcher. Interview recordings were destroyed following their transcription.

Coding Process

Interview transcripts were then coded to condense data into smaller, more manageable bits of information from which the researcher could detect patterns, relationships, and derive meaning. The researcher examined and reread each transcript multiple times and listened to the mp4 recordings to ensure accuracy, made corrections, get clarity, after which the researcher was able to identify codes contained therein. Researcher counted the frequency of the responses and noted responses that were repeated two or three times to create themes. Codes were then grouped according to themes and then categorized according to a priori codes. Priori codes are deductive or codes that emerge to help determine a theme. The data was reduced from (a) codes, (b) categories, and finally (c) themes. The researcher created charts, excel sheet, and a codebook to organize systematically the data. This researcher's intention for data coding was to reduce the amount of data into smaller and meaningful clusters, without compromising the depth and breadth of the data collected by the women. In this way, and consistent with the approach to coding espoused by Denzin and Lincoln (2000), themes were constructed. The researcher kept an open mind during the coding process to alleviate biases.

Interrater Review Process

Two doctoral students performed the inter-rater review process. This process helps to validate the data. The doctoral students selected for review have experience qualitative research methods and data analysis. Both doctoral students were provided with access to the working document of the coded data. Upon completing their analysis of the data, the doctoral students

provided feedback and recommendations. The researcher and the doctoral students had a follow-up discussion to discuss their recommendations.

Data Display

The data in this study were presented and organized according to the research question and corresponding interview questions. Key phrases and interviews were grouped and assorted in common themes. Once that phase was completed, tables and figures were added to help give a visual presentation of the results.

Table 8

Inter-rater Coding Table With Recommendations

Inter-rater Coding Table Recommendations			
Interview Question	Items	Inter-rater-Expert Reviewer Recommendations	Modification Applied
1 12	all	Narrow down key terms to a few themes. Interrater suggested reducing 25 keywords	Categories reduced to the following (seven to eight words) <ul style="list-style-type: none"> ● trust ● effective training ● communication ● motivate ● collaborative ● interactive ● coaching
1 12	all	Clarify themes and key words	Researcher reduced themes to (3) key words <ul style="list-style-type: none"> ● communication ● coaching ● mentor
1 12	all	Expert Reviewer use coding table and matrix to organize systematically the qualitative data	Researcher used charts and Excel sheet to begin the coding process

RQ 1

The first RQ1 asked: What are the leadership strategies, traits, and best practices of women leaders in the public sector? A total of four interview questions were asked of the participants in an effort to answer the first research question. The four research questions related to RQ1 are:

Interview question 1. (interview question and summary). How would you describe your approach to leadership? Through the analysis of all responses to interview question 1, a total of 18 responses were grouped into seven common themes. The following themes emerged: (a) Be pleasantly assertive; (b) Be collaborative; (c) Situational; (d) Be prepared, know your job, read memos, do your homework; (e) Lead by example; (f) Know the culture; and (g) Mentor staff, give guidance, and be supportive. See figure 1.

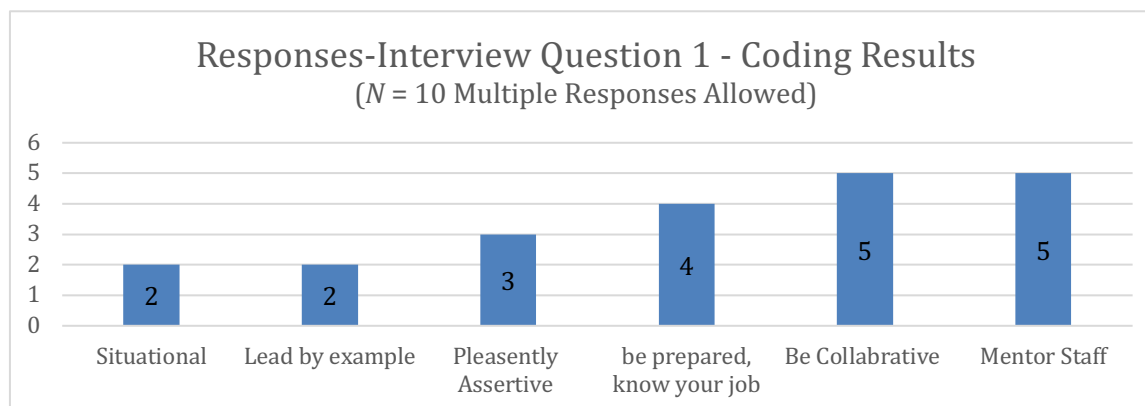


Figure 1. Responses—Interview question 1—Coding results. The most notable response of the six themes indicated that collaboration and mentoring staff are the important approaches to leadership.

Pleasantly assertive. Three (37.5 %) of respondents stated that as women at times they need to be assertive but they need to be mindful of how they are perceived by others. Women expressed that they have to “Be pleasantly assertive,” in order to work well with others. Two of the respondents implied that when they are assertive, they are seen differently than men.

Collaboration. Five (75%) women noted that working in collaboration with others is an

approach they use. Working as a team and with direct report staff and other colleagues is a technique that women use. This technique is used to include input from different staff and is helpful in making decisions as a team. It allows for the sharing of ideas and brainstorming.

Situational. Situational technique was noted by two (25%) of the participants. (An example of using situational leadership is when a leader is giving one-on-one guidance or coaching for a personnel review for an individual employee based on a certain situation in a situation leadership style the management style is adjusted based on the need of the employee.

Be prepared, know your job, read the memos. Four (50%) of the respondents noted the importance of being prepared. They indicated that it is important to read memos all the way through and to be very familiar with the culture of the company for which you are working. One respondent indicated that it is important to read the memos and that there are no surprises during meetings. This respondent indicated that reading memos is important because it is important to go above and beyond and do a little bit more if you want to be a successful leader.

Lead by example. Two (25%) of the women leaders noted that it is important to lead by example. A leader must demonstrate the traits that are expected from the team.

Know the culture. Three (37.5%) women noted that it is important to know the culture of the agency for which you are working. It is important to be familiar with employee work styles, leadership styles, levels of trust. Work culture is about attitudes of the employees and the ideologies of the organization.

Mentor staff, be supported, give guidance. Five (62.5%) of the women noted the importance of mentoring staff. Teaching and training staff are some of the duties that women do as leaders. Three of the women emphasized that it is important to train other staff and to help them with guidance to help learn the skills that they will need as future leaders.

Interview question 2. (interview question and summary). What practices or techniques do you use to lead? Through the analysis of all responses to interview question 2, a total of 20 responses were grouped into seven common themes. The following themes emerged: (a) Focus on strengths; (b) Collaborate; (c) Keep Commitments and lead by example; (d) Teach, mentor, and coach; (e) Add value; (f) Be coachable; and (g) Be persuasive. See figure 2.

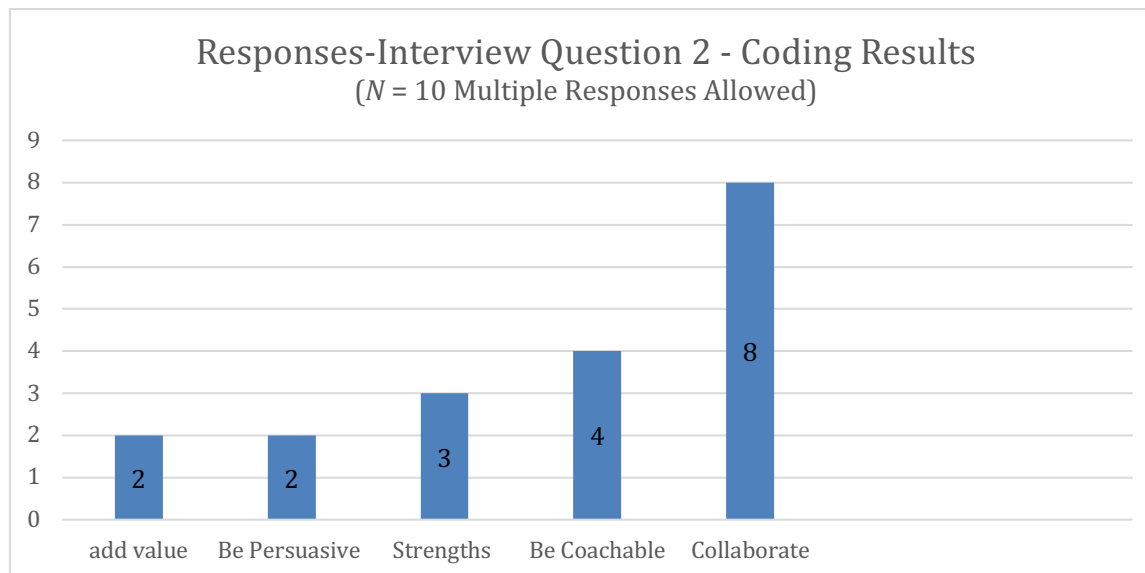


Figure 2. Responses—Interview question 2—Coding results. The most notable techniques used in leadership are collaboration and coaching.

Focus on employee strengths. Three of the participants (37.5%) mentioned the importance of working with staff and mentoring them so that they may grow and make improvements in their work. Working with staff on their strengths can help with team performance as well as help with team morale.

Collaborate. Four of the eight (50%) participants mentioned that they enjoy collaborative projects and prefer working in teams where input and duties are shared.

Keep commitments lead by example. Three of the participants (37.5%) mentioned that it is important to lead by example and to honor commitments. In the workplace, staff look to

leaders for guidance and consistent assistance. A successful woman leader models the way she wants the team to perform and shows the team what is expected.

Teach, mentor, coach. During the study teaching, mentoring and coaching were often mentioned in a number of questions. In this question, four of the participants mentioned these topics. One stated that she thinks it's best to work directly with staff, even doing lower-level task at times to show commitment to the team. When mentoring, women noted that they sometimes look for high potential staff to mentor and help to obtain the skills they will need for the next level of promotions. Coaching can be used to help give guidance and tools to staff that they may use to advance their careers.

Add value. Two (25%) of the respondents mention adding value at work. The women leaders in the study note that when working on projects or with a team, it is important to be helpful and to bring skills or information to the table that can help project to move forward in a positive way.

Be coachable. Leaders must be open to observing, listening, and learning new things. Four (50%) of the respondents in the study noted that it was important to be open to learn from peers, teammates, and superiors.

Be persuasive. Two (25%) of the respondents mentioned persuasion as a technique that they used as leaders. Encouraging, convincing, and volunteering staff to work on special projects or to work harder are techniques used by women leaders. Some motivate teams with lunches or gift cards others with incentives. Some managers are limited as to what can be offered because of limits and conflict of interest.

Interview question 3. (interview question and summary). What characteristics or skills do you have that help your leadership practices? Through the analysis of all responses to

interview question 3, a total of 32 responses were grouped into six common themes: (a) read and be open to learning; (b) have pleasant disposition, nonthreatening, and nonaggressive; (c) good communication and listening skills; and (d) teach, mentor, and coach staff. See figure 3.

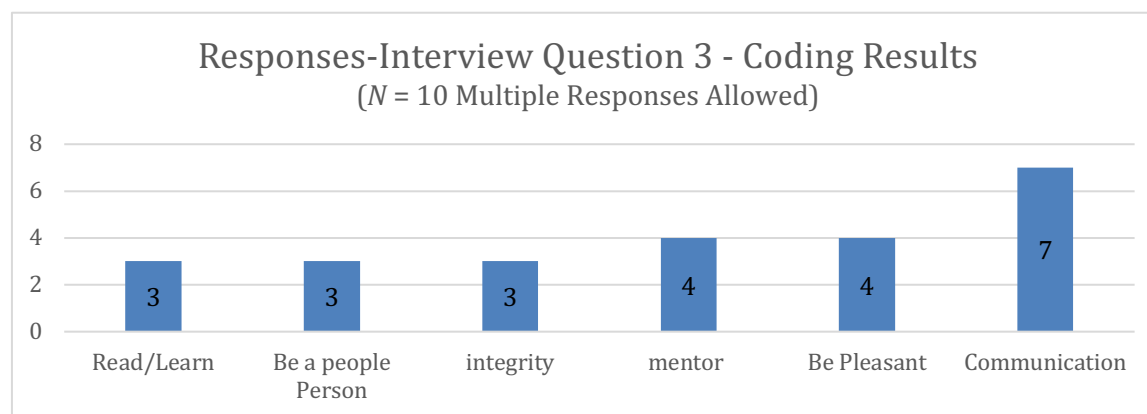


Figure 3. Responses—Interview question 3—Coding results. The most notable response for best practices for leaders is communication, being pleasant and mentoring.

Read and be open to learning. Three (37.5%) of the women leaders noted the importance of reading and being confident in your knowledge as you engage with your colleagues and staff. Reading and staying up to date on current industry trends is important to leaders. Two respondents also noted that it is important to be open to learning for others both inside and outside of an agency.

Have a pleasant disposition. Be likable. Four (50%) of the respondents noted the importance of being likeable. One of the participants stated, “My Grandfather always told me to make sure I have a pleasant disposition, I say be pleasantly assertive.” This respondent noted that there is a fine balance between being assertive and being seen as mean. Her opinion was that men and women are perceived differently in the workplace. An assertive woman may be seen as aggressive, mean, or bossy, while a man may not be seen the same way.

Good listening and communication skills. Listening and communication showed up often in comments from the respondents. Seven (87.5%) of the eight participants noted the

importance of communication. Communication is important for one-on-one interactions as well as with teams or groups. Communication is important for collaboration and for leadership.

Teach staff, mentor staff, coach staff. Four of the respondents noted the importance of teaching and mentoring staff. Many of the women felt that it was important to provide guidance to staff who want to promote and to mentor potential future leaders. Three of the participants (37.5%) noted that they are involved in programs that help young people who want to move into leadership roles.

Be a people person. Three of the respondents (37.5%) noted the importance of working well with others. Getting along well with coworkers and being a likeable person is important for ease in doing collaborative projects and working with business partners. According to one of the respondents, this can sometimes be a challenge for women. Women are perceived differently than men in some settings. If a woman has a strong personality, she may be seen as too aggressive or mean, while a man presenting in the same way, may be seen as assertive.

Have integrity. Three of the respondents (37.5%) discussed the importance of integrity in leadership. Trust, dedication, self-discipline, and honesty are good traits in a leader.

Interview question 4. (interview question and summary). What characteristics or skills do you have that help your leadership practices? Through the analysis of all responses to interview question 4, a total of 29 responses were grouped into four common themes. The themes emerged are: (a) Learn to trust, (b) Be able to work in bureaucracy, (c) Be comfortable with change, and (d) Work with integrity and keep commitments. See figure 4.

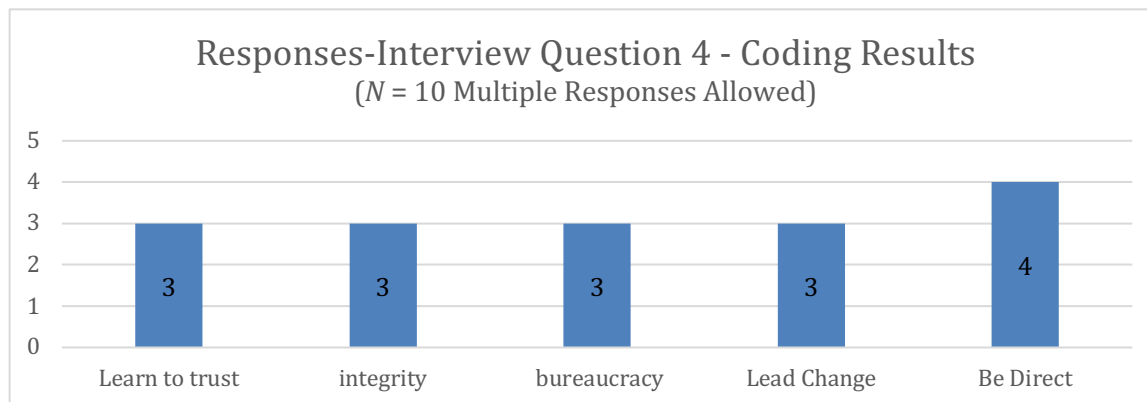


Figure 4. Responses—Interview question 4—Coding results. The most notable response to what helps in leadership is being direct. There were also themes in the area of working well with leading change, working with bureaucracy and trust.

Learning to trust. Trust is the full belief or assurance between two people or between a leader and a team. Three (37.5%) of the participants noted that trust is important. As leaders. Women leaders must earn the trust of their teams and leaders must trust their staff. A good trusting relationship at work can be beneficial for the work culture. This supports the literature in Chapter 2.

Know how to be direct. Be a straight shooter. Four (25%) women in the study mentioned challenges in how they are perceived when they speak with authority or if they are very direct with their staff. Women have to be mindful of how their statements will be received. Some women reported that male counterparts are not judged the same way. One respondent noted that it is important that she is clear and direct with her messages so that she is not seen as weak and so she is not taken advantage of.

Being able to work and deal with bureaucracy. Government employees are required to follow certain rules, regulations, and policies. Many have certain protocols to follow. This can be helpful in some instances but challenging in others. Three (37.5%) of the respondents noted challenges with bureaucracy. One respondent stated, “As government employees we may have to make changes every time there is an election or when the political administration changes. This

is sometimes challenging for staff and the customers we serve.” Government officials make decisions and have rules in place to help with organization in society.

Must be comfortable with change and leading change. Change happens in business and in life. In the public sector, change can happen when the administration changes or laws change. Reorganizations happen in the public sector as well as in the private sector. As women in leadership roles, some of the respondents shared that they had to work with staff and prepare them for change when possible. Three (37.5%) of the women noted that as women leaders, they needed to work with staff during times of change.

Work with integrity. As a woman in leadership in the public sector, having morals and being honest is very important. Integrity helps to build trust. Integrity is an important trait for a government employee in a leadership role. It is important that a person working in public service have good character and be willing to do the right thing. Three (37.5%) of the respondents mentioned integrity.

Summary of RQ1. In RQ1, I sought to find the leadership strategies and best practices of women leaders in the public sector. A number of phrases and themes were discussed, but the primary theses were: (a) Be pleasantly assertive; (b) collaborative; (c) situation; (d) Be prepared, know your job, lead by example; (e) mentor staff; (f) be supportive; (g) focus on employee strengths; and (h) keep commitments. The responses from all interview questions were analyzed for common themes that were clearly not the overall response for question 1.

RQ 2

A total of four interview questions were asked of the participants in an effort to answer the second research question.

Interview question 5. (interview question and summary). What unique challenges do

you face as a women leader in the public sector? Through the analysis of all responses to interview question 5, a total of 29 responses were grouped into six common themes: (a) people not mentoring others and only helping their friends; (b) Work life balance women have to care for husbands, children, and parents; (c) more men in upper management women are seen in more traditional roles; (d) men and women are perceived differently when it comes to being assertive women are seen as pushy; (e) some staff are intimidated by educated women; and (f) for public agencies, rules and regulations may change with each new administration based on election results, which leads to change in agencies. See figure 5.

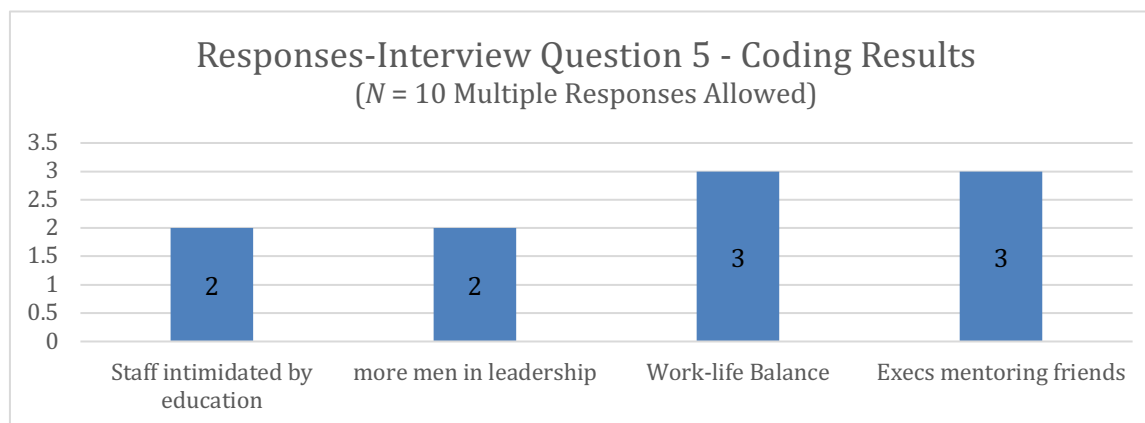


Figure 5. Responses—Interview question 5—Coding results. The most notable challenge in leadership only mentoring friends and not other staff and issues around work life balance.

People only mentoring friends and not others. This response was noted by three (37.5%) of the women. One of the women stated, “Mentorship is important when staff want to move up; however, I notice that some leaders will only help their friends and not mentor others.” Another respondent mentioned that she enjoys helping staff learn and develop and she is involved in a mentorship program through her employer, which allows all staff an opportunity to participate.

Work-life balance women have to care for husbands, children, and parents. Four of the women mentioned matters related to work-life balance. One of the respondents noted that she had to make a tough choice between working as a manager or staying home to care for her young

child. She decided to stay home with her daughter for a few years, which she noted was best for her family. Another two (25%) of the women noted that they had to care for aging parents in recent years. One of the respondents noted that women feel responsible for work in the office as well as for matters in their home life. They have to care for children, husband, parents, and take care of the household responsibilities. Another responded noted that she chose to retire early, as she needed to care for her parents.

More men are in upper management women are seen in more traditional roles. Two (25%) of the respondents mentioned that with their agencies, there are more men in executive leadership roles. This theme ties to the literature review in the diversity and gender section, which states that women enter professional and managerial ranks at the same rate as men; however, in U.S. corporations, they remain underrepresented at senior levels. One of the women noted that she works in a more male-dominated technical agency and that she feels she has to work extra hard and go above and beyond to prove herself and gain respect from her male peers. Two (25%) of the women noted that in their agencies, there are instances where it appears that decisions made by men seem to be more important or more accepted by staff than decisions made by women, as if men have more authority. Some of the women reported that men and women are perceived differently in the workplace and are not always seen as equals. This is another area that ties to the literature review in Chapter 2 under the female and male leaders section. It notes that even today there is still a belief that women are not able to perform their duties as well as men and that they lack the skills needed for executive-level positions. As noted in the literature review, in the current workforce, women have a greater presence than in the past; however, according to Adler and Adler (1994), men still hold more positions of high power, authority, and high levels of supervision than women.

Some staff are intimidated by educated women. Two (25%) of the respondents noted that some staff in their agencies appear to be intimidated by educated women. One woman noted that, at the time, she felt she needed to downplay her education when working on certain projects. Another women noted that her male counterpart would make comments about her education and staff would make comments like, “Who does she think she is.” One of the respondents noted that she likes to look at the big picture when making decisions and as a result she may sometimes have to ask more questions to get the information that she needs. She stated, “Sometimes my male peers get defensive and try to push back.”

Interview question 6. (interview question and summary). How do you deal with or overcome challenges? Through the analysis of all responses to interview question 5, a total of 25 responses were grouped into seven common themes: (a) Collaborate and new work with others; (b) go above and beyond, go the extra mile; (c) be kind; (d) dress well, professionally; (e) be open to learning technical skills; (f) be prepared know the culture; and (h) have personal satisfaction at work. See Figure 6.

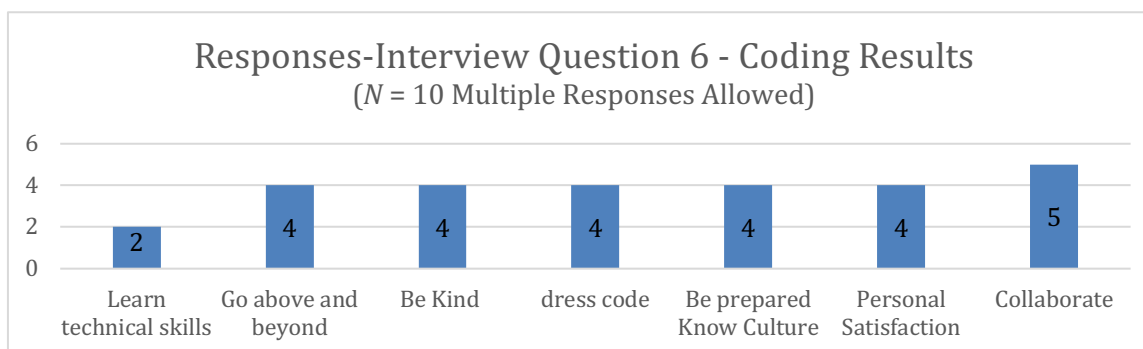


Figure 6. Responses—Interview question 6—Coding results. The most noted response in the area taking action on challenges in collaboration, going above and beyond, be kind, different dress code for women, be prepared and know culture.

Collaborate and network with others. Five of the women leaders mentioned collaborative styles in when working with their teams. They mentioned that sharing ideas, working as a group, and having agreements seemed to be in alignment with their management

style. Working with a partner or a team on a project works well for many of the women in this study.

Go above and beyond, go the extra mile. Four (50%) of the women expressed that they felt they had to work harder on certain things in the workplace. They mentioned things such as making sure always to read memos and reports in their entirety. It was noted that this is important so that there are no surprises at meetings or at work in general. One woman stated, “It’s important to be proactive and stay ahead of things.” Another woman noted that women leaders may need to come in early or stay late to get the job done. Women have to be aware of how they are perceived in the workplace. Women sometimes have to speak up and be mindful that they are not seen as pushy or offensive to some. Sometimes women have to step in and help out on projects to make sure they are completed in a timely way.

Be kind. Women in the study noted that they had to find a balance in being nice and kind, yet firm and confident. Four of the women mentioned in the study that they need to be aware of how they were perceived when they speak. They noted that when men speak, they are not judged the same way.

Dress well, professionally. In the business culture of the public sector, the expectation is the women be neat, clean, and professionally dressed. Business attire or business casual is generally the accepted style. The women in the study indicated that they feel some pressure around how they dress at work. One woman noted that in her office, she is expected to wear panty hose, dresses, or nice slacks. She noted that if she is not dressed appropriately, for instance in business casual attire such as jeans or flat shoes, the staff or the boss will make pointed comments. One woman shared her female boss made a comment about her colleague’s hair style, noting that it was not to her liking. She stated, “Men don’t have the same kind of pressure to

dress nice. They can show up in jeans and gym shoes and will be accepted.” Four women mentioned dress for work.

Be open to learning technical skills. Two (25%) of the respondents noted that as women leaders in the public sector, it is important to have current knowledge about labor trends, business, and technology. One of the women noted the importance of reading and being very familiar with leadership trends and trends in your work field as well. Women need to be seen as expert if they are in leadership roles.

Be prepared know the culture. Four (50%) of the women mentioned the importance of being prepared. Before going into meetings or starting on a new project, become familiar with the culture of the team you will be working with and with the subject matter. The women noted that it is uncomfortable to walk into a meeting where questions are being asked of you as the leader and you don't know the answer. One respondent stated, “Never pretend you know the answer if you don't. Instead just let the person know that you will check on the matter and follow up with them.”

Have personal satisfaction at work. Four (50%) of the respondents mentioned job satisfaction. The women who were selected for the study mentioned that they enjoy their jobs. As leaders, they prefer to maintain an environment where the work setting is pleasant and the teams are working well together. Two of the women mentioned that for them, it is important to work in a setting where you can give back to the community or be of service. This may look different to each woman. Two of the women noted that they like that they can mentor others on their job and help them to work on personal development and growth for promotions.

Interview question 7. (interview question and summary). Have you had to change your authentic leadership approach as a result of these challenges? Through the analysis of all

responses to interview question 7, a total of eight responses were grouped into two common themes: Women responded Yes or No. Half of the respondents answered Yes (50%) and half (50%) said no in terms of having to change their leadership style. See figure 7.

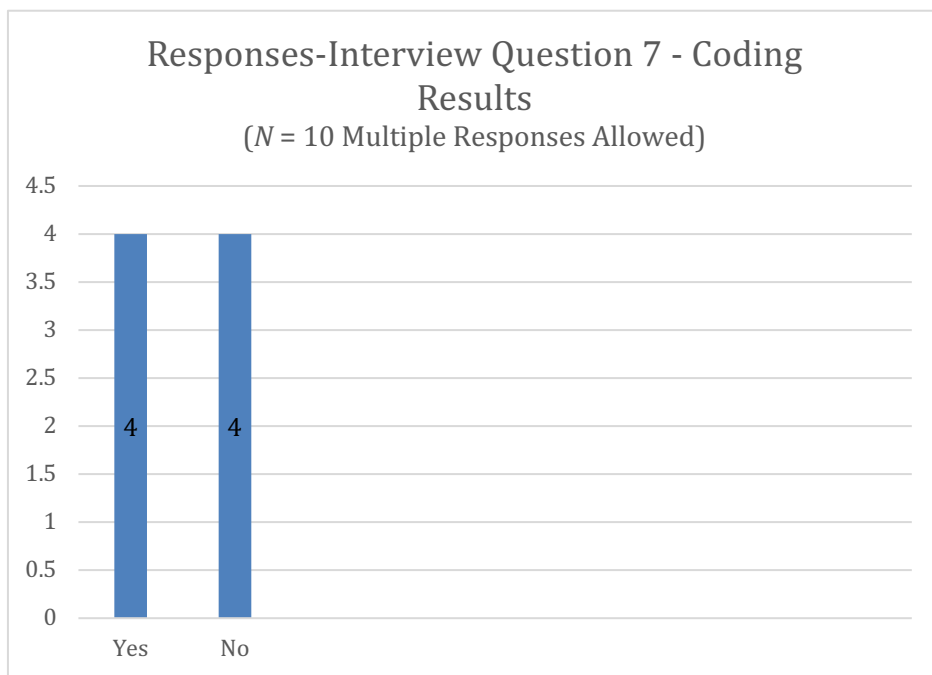


Figure 7. Responses—Interview question 7—Coding results. Half of the respondents report that they have to change their authentic leadership style and half do not.

Half of the participants felt that they have to adjust their leadership styles. Participant 1 noted that, at times, she does have to adjust her leadership approach based on the situation and with whom she is communicating. For the executive staff, she reported that she has to be more formal and professional. She stated, “I have to dress nice and I have to be mindful of my language and how I speak.” For her local team, she is still professional but maybe a little less formal and more flexible. Another participant noted indicated that she does need to change her style based on the situation she is in. She did indicate that with her immediate staff she is able to use her authentic style. She noted that she does have to change her styles as needed. She indicated that she has to switch styles at times but spends a good portion of her time coaching and mentoring her staff. Another participant indicated that she does have to change her

leadership style. She indicated that she has to be more structured and organized in her approach to work. She indicated her style tends to be more flexible.

Half of the participants reported that they do not have to change leadership style or approach. One of the respondents stated, "I am able to be my authentic self. I go with the flow." She reported that she has not had to make any changes for her job. Another participant noted that she does not have to change her leadership style. She stated, "I am able to continue with my leadership style. It actually works well for me because I have a very open communication style." Another participant noted that she does have to change her styles as needed. She indicated that she has to switch styles at times but spends a good portion of her time coaching and mentoring her staff. One of the participants mentioned that on a prior job, she did have to change her style; however, on her current job, she does not have to change the style. She stated, "In my prior job, I was told that I was not mean enough and I needed to write people up, which I did not feel was necessarily agree with." Participant 7 indicated that she does have to change her leadership style. She indicated that she has to be more structured and organized in her approach to work. She indicated her style tends to be more flexible. One participant indicated that she does need to change her style at times. She did admit that since childhood, she enjoyed being in charge or being the boss, but she does need to alter her style accord to what is needed at the time.

Interview question 8. (interview question and summary) How do you deal with work life balance integration? Through the analysis of all responses to interview question 8, a total of 20 responses were grouped into six common themes: (a) Make time for exercise, (b) travel, (c) plan things out, (d) spend time with family and friends, (e) celebrate teams with lunch or desserts, and (f) Make time for prayer and spiritual reflection. See figure 8.

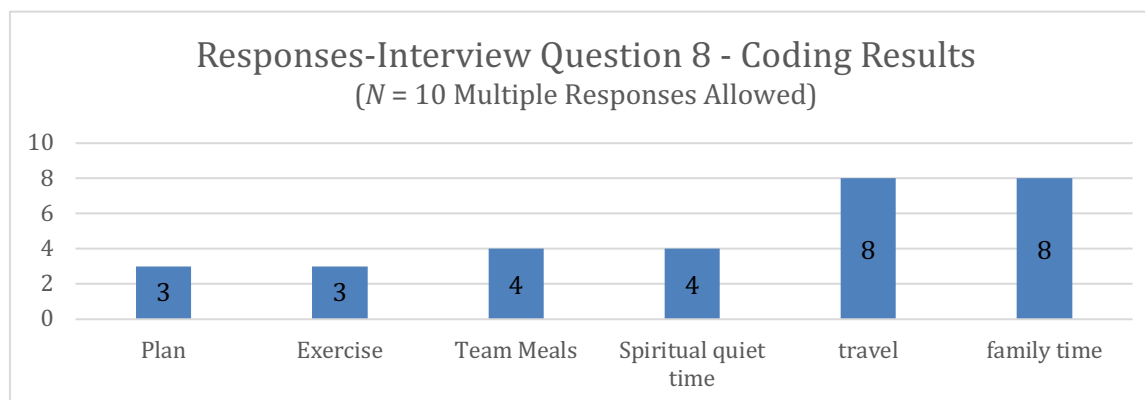


Figure 8. Responses—Interview question 8—Coding results. The most notable responses for work life balance are in the area of travel and family time. The noted the importance of including time for family and for travel.

Make time for exercise. Three (37.5%) of the participants noted that exercise is part of their daily routine. One participant indicated that she goes to the gym and makes every effort to eat properly both at home and work. She indicated that this helps with her health both physically and mentally.

Make time for travel. Of the eight participants, seven (87.5%) noted that they use travel as a way work have work-life balance. Many of the women stated that they plan yearly vacations either alone or with family and friends. Many of the women indicated that they travel outside of the U.S. at least once per year. Some women prefer more local day trips.

Plan things out. Five (82.5%) of the women indicated the importance of planning. Of the women, three indicated that they still prefer using a paper planner or a checklist while other prefer using a computer or apps. Planning also helps with organizing their teams and planning for upward mobility and career moves.

Spend time with family and friends. Eight (100%) of the participants noted that they enjoyed spending time with family and friends. Two of the participants noted that they made agreements with their husbands that there would be no work talk at dinner or after 7 p.m. at home. Participant 1 indicated that she needed to have separation between work and home for her

own mental health.

Celebrate teams with lunches or desserts. Four (50%) of the participants noted that they enjoyed team lunches or even private dinner or lunches. Three of the respondents indicated that desserts or treats were shared in teams and that these events improved team morale, team cohesiveness, and team effectiveness.

Make time for prayer and spiritual reflection. Four (50%) of the women noted that taking time to think was a very important part of their daily or weekly routine. Two (25%) of the women mentioned more spiritual or religious reasons for carving out space for reflection, meditation, and prayer and the other two just noted the practice for mental health reasons. Making time for prayer and spiritual reflection was essential for women to renew and restore their energy. One woman claimed it is a matter of self-care and well-being.

Summary of RQ2. RQ2 sought to find out what challenges and obstacles that women leaders face in the public sector. A total of four interview questions were used and the following themes were found: (a) Some higher-level staff only willing to mentor their friends; (b) finding time for proper work-life balance; (c) women finding proper work-life balance feeling responsible family, household, and parent care; (d) collaborate and network, (e) go above and beyond at work, work harder; (f) must always dress professionally or be judged; (g) be prepared; (h) know the culture; (i) make time for exercise; (j) make time for travel and plan trips; (k) spend time with family and friends; and (l) take time out for quiet spiritual time and prayer.

RQ3

A total of four interview questions were asked of the participants in an effort to answer the third research question.

Interview question 9. (interview question and summary). How do you define success?

Through the analysis of all responses to interview question 9, a total of 20 responses were grouped into five common themes: (a) Increase in job title (ability to promote), (b) time freedom for travel, (c) seeing and advancing project forward, (d) having happy staff in a positive work culture, and (e) ability to pay bills and still save. See figure 9.

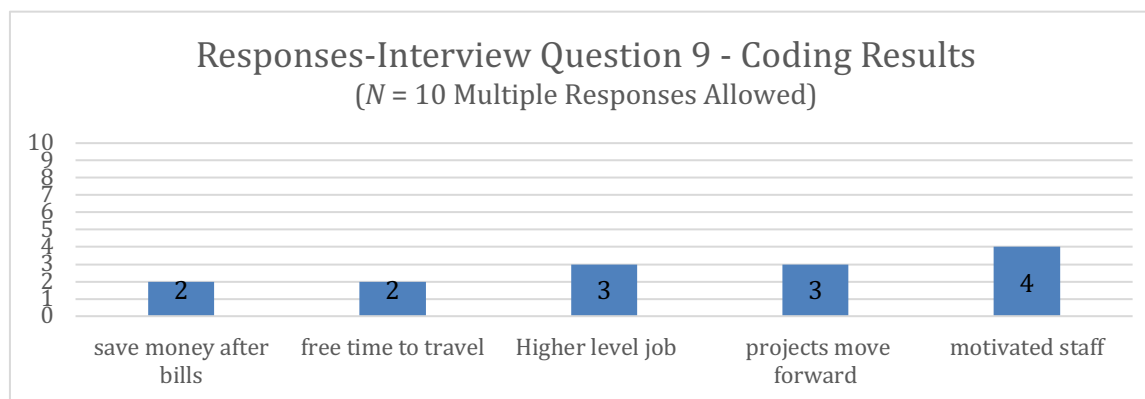


Figure 9. Responses—Interview question 9—Coding results. The respondents noted that success is having happy motivated staff, promoting to new positions, having projects move forward and having move left at the end of the month.

Increase job title (ability to promote). Three (37.5%) of the participants noted that success for them was the ability to be in a position where they could promote or make advancements in their career to make more money. Making the right contacts and the proper career moves can help women leaders in the public sector to achieve their goals.

Time freedom for travel. Two (25%) of the participants noted that they plan for vacations out of the country once or twice per year. Public sector employees with accrued vacation time are able to travel if the requested time-off period is approved and they have backup coverage.

Seeing a project move forward that you have worked on. Three (37.5%) of the women noted that they enjoyed seeing things that they developed or worked on come together and move forward. One of the women noted that it brought her job satisfaction to see staff promoted who she mentored and to see her projects move forward.

Having happy motivated staff in a positive work culture where growth and development

is encouraged. Four (50%) of the women leaders noted the importance of a positive work culture and encouraging staff to grow and promote. One of the women noted that one of her male peers would deliberately hold high potential staff back because he did not want them to leave. The participant did not agree with his view on this and chooses to help staff rather than hold them back. She noted that she enjoys that she has a reputation for training staff well and when they move on to new managers, she always gets positive feedback about how well they are trained. She noted that this makes her feel good and is her idea of success.

Ability to pay bills and still save money. Two (25%) of the participants indicated that having money left over after their bills are paid is an indicator of success. According to one of women leaders, salary increases and promotions help with taking care of bills and allow money for saving. One of the respondents noted that is nice to be able to go shopping on occasion.

Interview question 10. (interview question and summary). How do you measure and track success? Through the analysis of all responses to interview question 10, a total of 20 responses were grouped into four common themes: (a) a checklist or to-do list, (b) how people respond to completed work, (c) team production and successful programs at work, and (d) by how fast staff grow and develop. See figure 10.

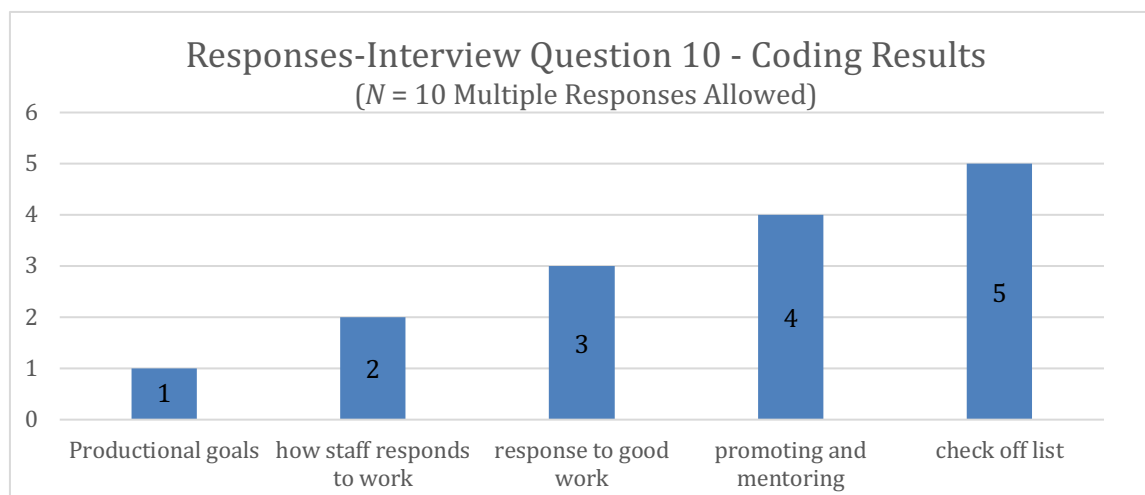


Figure 10. Responses—Interview question 10—Coding results. Two notable responses for question number 10 are to use check off list and mentoring staff to promote.

By how many items I can check off the to do list. Using a checklist is helpful for keeping track of completed tasks or accomplishments. Four (50%) of the women noted that they like using a list, and two mentioned they enjoyed actually checking the list off at the end of task. Having a visual reminder helps the women to see what needs to be done as well as what has been completed, which allows them to track success.

How many people respond to completed work. Two (25%) of the women noted that enjoy seeing the project that they worked on move to the completion and implementation phase. They like seeing their name on projects and reports and receiving positive remarks about the final project. One woman described it as rewarding.

High team production and successful programs at work. For many women who work in the public sector in leadership roles, they are responsible for production in their teams. Agency leadership expects reports and information that they need to determine what funding and services are needed. The respondents to this study noted the importance of production and success in their programs. One of the respondents went into some detail about the systems her agency uses to track success needed for program funding. Another respondent discussed how monthly reports

are tracked monthly and as the team leader she is expected to make sure they reach their goals. One of the respondents noted that it is important as a leader to work sometimes with frontline staff directly as part of the team so they can see you are a team player and not just giving orders.

How fast has mentored staff developed and promoted. Four of the respondents mentioned that they enjoyed teaching, training, and mentoring staff. One of the women noted that she tracks her success by how many the staff members who she trains are promoted and how quickly they are promoted. She noted that many people give her positive feedback about how well staff are trained, which is a sign of success for her.

Interview question 11. (interview question and summary)

How do you celebrate victories for yourself? Through the analysis of all responses to interview question 11, a total of 20 responses were grouped into four common themes: (a) travel, vacation; (b) a good healthy meal; (c) team celebrations, or team lunch; and (d) tickets to sporting events or concerts, shopping, and time at the spa. See figure 11.

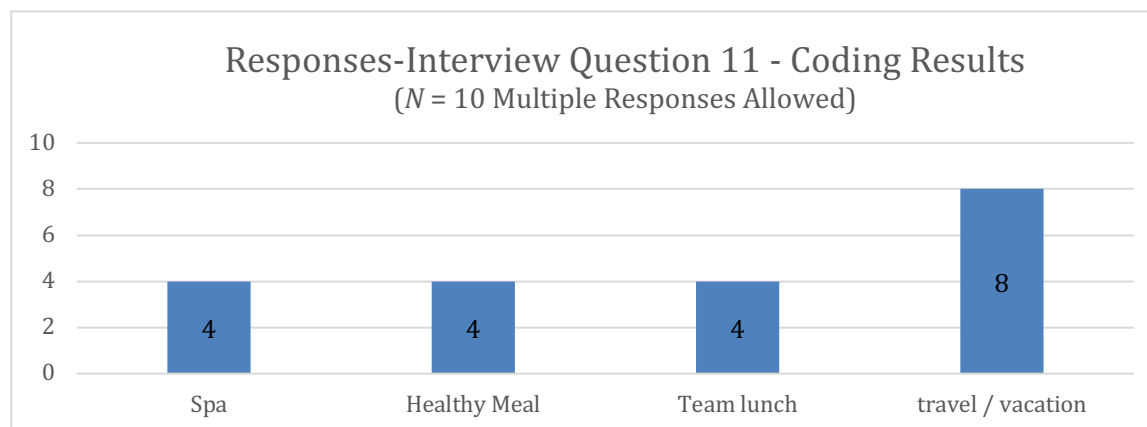


Figure 11. Responses—Interview question 11—Coding results. The most notable response for celebrating victories is by vacation and travel.

Travel or take vacation. Eight (100%) of the women mentioned travel or vacation in their responses to the questions. Some of the women take family trips, some take vacations out of the country, and others do quick local trips. Taking a break and taking vacation is a way many of

the women like to celebrate victories for themselves.

A good healthy meal. Four (50%) of the women mentioned food as a way to celebrate for themselves. Some mentioned healthy meals and others mentioned a nice dessert.

Team celebration or team lunch. Four (50%) of the women mentioned the importance of team celebrations. Food appears to be something that helps to bring teams together. Some teams enjoy potluck and others like to go out to lunch or dinner together. Taking time to celebrate with their teams was an activity in which many of the women participated.

Tickets to a sporting event, concert, shopping, or spa trip. Four (50%) of the women mentioned that they enjoy celebrating with sporting events or concerts. Two of the women noted that they enjoy the spa and shopping.

Summary of research question 3. Research question 3 sought to find out the measurements of success for women leaders in the public sector. Three interview questions were used to gather the following themes: An increase in job title or promotion, time freedom for travel, seeing project move forward, happy motivated staff, money left over at the end of the month for saving, check items off the to do list, high team production, hearing positive reports about staff you have trained, travel and take vacations, a good healthy meal, and ticket to a sporting event or the spa.

RQ4

One interview question was asked of the participants in an effort to answer the fourth research question.

Interview question 12. (interview question and summary). What advice do you have for women who seek leadership positions in the public sector? Through the analysis of all responses to interview question 12, a total of 20 responses were grouped into seven common themes: (a)

add value, be helpful; (b) be your authentic self; (c) build relationships; (d) do your homework; (e) study and read; (f) put yourself around the right people; and (g) follow your heart and your instincts.

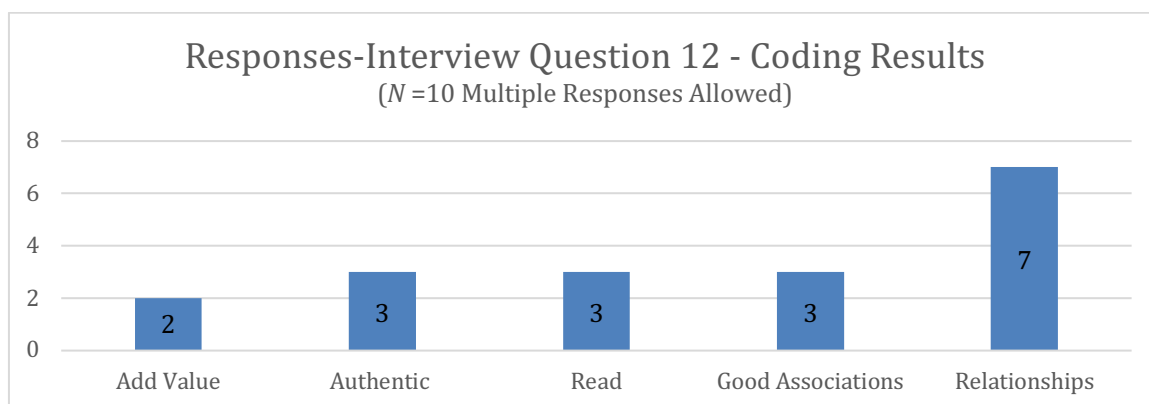


Figure 12. Responses—Interview question 12—Coding results. The respondents noted the importance of building good relationships. Other notable mentions are being authentic, reading, and having associations with good people who are well connected.

Add value, be helpful. The women gave a variety of answers for advice to new leaders. Two (25%) women mentioned the importance of adding value and being helpful to others, especially in group projects and collaborative partnerships.

Be your authentic self. Three (37.5 %) of the respondents mentioned the importance of being authentic and true to yourself and your values. While some women did note that they sometimes have to adjust their leadership styles as needed, it is always best to be your authentic self at the base.

Build relationships. Collaboration and networking was mentioned by seven (87.5 %) of the women. Many of the women leaders mentioned work in teams or with business and community partners, which may require getting input and information from others.

Do your homework, study, and read. Be familiar with the work culture into which you are going. Three of the respondents noted the importance of reading

(don't just skim) and understanding memos needed for meetings so that new leaders are not surprised by anything at meetings. Other comments mentioned were the importance of reading and knowing about your industry, labor market, employment, technology, and other current trends. Always be prepared. Be proactive, plan ahead. Do your research and stay ahead of changes in your agency. Be active with conferences and continuing education.

Put yourself around the right people. Three (37.5%) of the women noted that women leaders in the public sector should be mindful with whom they associate. One of the respondents noted that it's important to associate with people who are positive and can help you grow. Another women mentioned that you should always volunteer for special projects and get yourself in the room with executives or persons of influence for your agency so that you may learn some of the skills you may need to be promoted.

Follow your heart and your use your instincts. Three (37.5%) of the respondents mentioned that as a women leaders in the public, you must communicate well, listen, and be mindful of your instincts as you make decisions.

Summary of RQ4. RQ 4 sought to identify what advice women who work in leadership in the public sector have for women who seek leadership positions in the public sector? One interview question was asked and the following themes were found: (a) add value in the workplace; (b) be helpful; (c) be your authentic self; (d) build relationships, network, and collaborate; (e) do your homework, read, and research; (f) follow your heart-follow your instincts.

Chapter 4 Summary

Table 9

Summary of Themes for Four Research Questions

RQ1	RQ2	RQ3	RQ4
	some staff only mentor friends		be your authentic self
	women feel responsible for caring for others at home and at work.	happy motivated staff	be helpful
Be pleasantly Assertive	some staff only mentoring friends	increase job title promote	add value be helpful Be your authentic self build relationships and do your homework
	women feel responsible for work life balance including home responsibilities and parents,		
	more men in upper management		
	staff intimidated by educated women		
	collaborate and network		
Collaborate	go above and beyond at work. have to work harder dress differently dress professionally all the time	time freedom for travel	add value
	be open to learning		
	be prepared		
use situational leadership	know culture change leadership style when needed	seeing project move forward	Collaborate
	make time for exercise	ability to have money left over for bills	
	make time for travel	check items off to-do list	
	plan trips		
	spend time with friends and family	Hi team production how many people give positive reports about staff	
	make time for quiet time-spiritual time and prayer.		

(continued)

RQ1	RQ2	RQ3	RQ4
know your job lead by example		high team production how fast mentored staff promote travel and take vacations good health meal ticket to sporting event trip to the spa	
mentor staff be supportive focus on strengths Keep commitments work with integrity			follow your heart-use instincts-be observant and open to change
be prepared			
keep commitments			

Note. This table demonstrates a summary of all the themes derived through the data analysis process.

Chapter 4 provided the findings for this phenomenological study. Eight women in the public sector were interviewed. Eight themes emerged from the study. The findings were presented in various visual forms such as tables, figures, and descriptive statistics.

Chapter 5 presents a discussion of findings, implications of the study, conclusions, and recommendations for further study. The researcher provides recommendations for women leaders in the public sector on multiple levels.

Chapter 5: Conclusions and Recommendations

Introduction to the Study

Women have been in the workforce for many years and have made great accomplishments along the way. Women have advanced to positions such as state governors, university presidents, and presidents of nations. Although women's progress in attaining power and authority is unmistakable, even now the presence of women in elite leadership positions is unusual enough to evoke a sense of wonder (Eagly & Carli, 2007). Women in government leadership positions, such as secretary of state, and their rise to such powerful positions would have been unthinkable 20 years ago. Women are said to be welcomed in management because of the values they bring to the workplace. In more feminine cultures, values traditionally considered feminine, such as intuition, communication, and social aptitude, already naturally form part of management style and of life in general (Claes, 1999).

Summary of the Study

The purpose of this study was to determine the best practices of women leaders in the public sector. After the literature review, four research questions and 12 interview questions were developed for this study. A qualitative research design was used with a phenomenological approach. According to Creswell (2007), "Talking directly to people and seeing them behave in their context is a major characteristic of qualitative research" (p. 37). Qualitative researchers collect multiple sources of data such as interviews, observations, and source documents. The researcher then reads and tries to make sense of the data by organizing into themes and categories.

For this study the participants were selected from LAAAWPPI, California Women Lead Organization, L.A. County, Employment Development Department, Department of

Rehabilitation, Department of Motor Vehicles, City of Los Angeles, City of Gardena, City of Compton, Veterans Administration, and surrounding municipalities.

The unit of analysis for this study was a woman leader in the public sector who met the following criteria: (a) work for a government agency for at least two years in a leadership capacity or role; (b) mid-level to top-level leaders; (c) currently in good standing with employer, not on probation, administrative or corrective leave; and/or (d) a recently retired woman leader in the public sector.

Data collection was done through interviews with eight participants. The participants were asked 12 questions that were developed and validated through inter-rater review procedure. The inter-rater and review validity procedure involves prima facie validity, peer review validity, and expert review. Interviews and audio recordings were used to collect data. The data were saved on recording and in Word documents. Once the data were collected, the researcher reviewed transcripts and developed a list of themes. Key phrases and categories were developed according to themes.

Discussion of Findings

The findings of this study are intended to identify the best practices of women leaders in the public sector. The following section provides further information and discussion about findings and themes that were developed from the interviews. The findings are compared to the existing literature to see if the responses agree with the current body of knowledge.

Results for RQ1. RQ1 asked: What are the leadership strategies, traits, and best practices of women leaders in the public sector? An analysis of the responses and themes indicated a number of phrases and themes were discussed but the primarily these themes were: (a) Be pleasantly assertive; (b) be collaborative; (c) use situational leadership; (d) be prepared, know

your job, lead by example; (e) mentor staff; (f) be supportive; (g) focus on employee strengths; and (h) keep commitments.

Discussion of RQ1. The findings in RQ1 indicate a number of different themes. The women in the study noted that they have to be mindful of how they speak to others and how they are received. One participant noted, “I have to be pleasantly assertive.” She went on to say that as women, if they speak too firmly, they are seen as mean, but if you are firm but pleasant, staff are more responsive. She indicated that she feels there is a difference in how women are perceived and how men are perceived in the workplace.

The women in the study prefer to work in teams and collaborate on projects. They feel that it is important to work together and get input from different members of the team. They appear to prefer the social aspects and, in some cases, it helps to complete tasks faster.

Some of them noted that they have to adjust their leadership styles and approach different situations based on who they are talking with and what is going on at the time. One of the participants mentioned that she had to work with a staff person on how to improve his or her yearly review. The employee was having some challenges learning new information so the woman leader had to adjust her style to help the employee.

It’s important to be prepared for meetings. One of the participants noted that women always have to be prepared so that there are no surprises during meetings. She emphasized the importance of clear communication for all and transparency. She stated that it is very important to read memos or policy updates in their entirety so that you have the knowledge that you need to do your job and possibly an advantage over others who don’t usually read their memos. Women in the study noted that they have to work hard to be respected and taken seriously in certain work settings. The importance of leading by example was also mentioned. A women leader should

model the way and lead the team by demonstrating appropriate work behaviors.

Several of the women mentioned the importance of mentoring and training staff. Two of the women noted that they are involved with mentorship programs and enjoy being able to help train staff to help them learn the skills that they need to promote and to grow in their careers. One of the participants noted that she is known for training good quality staff and when they are promoted, she gets positive feedback on how well they are trained. She mentioned that a few of her staff have been promoted to high positions, which gives her job satisfaction.

Another theme that was mentioned was being supportive of staff. Women leaders in the study mentioned that helping staff to grow and develop as well as creating a positive work environment helps the staff to be more productive and helps with morale. Focusing on the strengths of staff is another factor that was mentioned in the study. Helping staff to focus on what they do well also helps with productivity.

Results for RQ2. RQ2 asked: What are the challenges that women leaders face in the public sector? An analysis of the responses and themes derived indicate that women leaders face a variety of challenges. A total of four interview questions were used and the following themes were found: (a) Some higher level staff only willing to mentor their friends; (b) finding time for proper work-life balance; (c) women finding proper work-life balance feeling responsible family, household, and parent care; (d) collaborate and network, (e) go above and beyond at work, work harder; (f) must always dress professionally or be judged; (g) be prepared; (h) know the culture; (i) make time for exercise; (j) make time for travel and plan trips, (k) spend time with family and friends, and, (l) take time out for quiet-spiritual time and prayer.

Discussion of RQ2. The purpose of the study was to identify best practices of women leaders in the public sector and what challenges women leaders face? The findings of RQ2 are

varied. Women have worked hard and made the appropriate steps to move into their leadership roles. Four of the participants expressed that it helps to promote to a higher position when there are mentorship opportunities when staff can develop leadership skills. One of the challenges noted is that some staff in high-ranking positions will only provide mentoring and guidance to their friends and not help support other staff who may have potential. This makes it challenging for other staff to move up.

Many of the women in the study expressed the importance of having work-life balance. Women noted that they have to plan out their days to make sure everything gets done. Some women mentioned that they have to balance life at work and that they are also responsible for taking care of things in the home. Three of the women noted that as they grew older, they not only had to take care of husbands and children but also had to care for elderly parents. Women feel it is their responsibility to care for their home, so they also have to take time to take care of themselves.

Some of the women mentioned that in their agencies, while there are more women working in leadership roles than in prior years, there are still more men in executive roles. Two women expressed that they felt their male peers were intimidated by their authority or by their education level. One woman stated that she would often get pushback from certain managers or she would hear comments such as, “Who does she think she is?” Another woman stated that her male peer would get visibly annoyed if she asked clarifying questions during meetings.

A very common theme among the women was the importance of relationship building and collaboration. Most of the participants mentioned that they preferred to work on collaborative project, working in groups or in partnerships. Women in the study noted that they felt they had to work harder in some cases to prove themselves or to be respected by men in the

workplace. One woman noted how she makes sure she prepares in advance and reads up on more technical aspects of her job so she can stay ahead of the others. She noted that it is important to know the culture that you will be working in and make adjustments as needed. She emphasized that reading and staying up to date on current events globally is important, as women leaders must be open to learning in order to grow.

Women expressed that to help with work-life balance, they take time off to spend time with family and friends. Many of the women indicated that they take vacations and or travel out of the country at least once a year. They also mentioned the importance of quiet time to think. Making time for prayer and spiritual time is important for self-care for home and at work.

Results for RQ3. RQ3 asked: What are the measurements of success for women leaders within the public sector? An analysis of the responses and themes derived indicate that RQ3 sought to find the measurements of success for women leaders in the public sector. Three interview questions were used to gather the following themes: (a) An increase in job title or promotion; (b) time freedom for travel; (c) seeing project move forward; (d) happy motivated staff; (e) money left over at the end of the month for saving, check items off the to do list; (g) high team production, hearing positive reports about staff you have trained; and (h) travel and take vacations, a good healthy meal, ticket to a sporting event or the spa.

Discussion of RQ3. The women in the study have proved themselves and have moved through the ranks at their various agencies. They have been successful in their roles as leaders. Some of the women indicated that they measure their success by their ability to move up and promote to new positions in their agencies. Two of the women noted that they saw success as an increase in income. As women move into higher positions, they may have more control over their time and more earning potential, which will allow them the opportunity to travel and have

more time freedom or flexibility.

Three of the women expressed that they enjoyed seeing projects that they worked on move forward or see their name in the press or on reports on which they worked. They reported that this gave them a sense of satisfaction. Another theme that noted success for the women leaders was having happy, productive, and motivated staff. A team that works well together and has less conflict may be more productive, which looks good for the women leader.

With any public sector agency there is an expectation around production and funding. Women leaders may be asked to produce reports or explain the contents of the report for their agency. It is important to lead a team that is productive and making progress, as this can affect agency funding.

Results for RQ4. RQ4 asked: What advice do you have for women leaders who see leadership position in the public sector? Based on their experiences, what lessons do women leaders have for emerging leaders? One interview question for this section and the following themes were found: (a) add value in the workplace; (b) be helpful; (c) be your authentic self; (d) build relationships, network, and collaborate; (e) do your homework, read, and research; and (f) follow your instincts, be observant, and be open to change.

Discussion of RQ4. The aim of the study was to identify best practices. The women from the study provided a number of suggestions for women who want to move into leadership in the public sector. One of the first suggestions is always to add value. According to the women leaders in the study, it is important to give back or bring value to your team or to the project on which you may be working. It is important to be helpful and to be likeable. Be easy to communicate with. While many of the women leaders noted that they, at times, have to change their leadership styles, they noted that at the core it is important to be their authentic selves and

be confident. It is important to build relationships both at work and in the community so that they may provide the best services to their agency, staff, and to the customers they serve.

Another common theme was the importance of doing one's homework or being prepared, knowing the culture of the agency, and being clear on what the needs are of one's administrative team so that one can carry their request forward. Read and be familiar with current trends in one's industry. Read all meeting and memo notes so that one knows in advance what things are changing in one's agency so that one can be ready. Be mindful of one's instincts, be observant, and open be to change.

Implications of the Study

The aim of the study was to identify the best practices of women leaders in the public sector. As the needs of the general public increase, there is a need for women in leadership roles to bring their leadership skills and talents to the industry. The number of women moving into leadership roles is increasing. As women who work for public agencies move into promotional positions, they will need to know what leadership practices are helpful in the workplace. Information about the best practices will be a tool for current women leaders as well as future leaders who work in the public sector. The findings of this study may be used at state agencies, city agencies, county agencies, and federal agencies. The information from the study may be used to help with the development of leadership programs, Human Resources departments, diversity programs, and for coaching and consulting programs. The information in the study may be helpful for women who work in the private sector as well.

Public sector agencies. Public sector agencies can use the information to develop training programs and leadership development workshops. The information can provide insight into what leadership styles and approaches have worked for women leaders. As training program

are developed the information from this study can be used to show the different strategies, approaches, and leadership styles that women have used to be successful in their leadership roles. Leadership training can incorporate the importance of collaboration, mentoring, and teaching.

Diversity programs. Diversity in the workplace is important. Diversity training programs help provide information about different perspectives. Diversity programs provide guidance on working in different groups and how to decrease discrimination. A staff that is diverse can bring different skills and experiences to an agency. Discussion and training around bias, engagement, and cultural sensitivity can help support the culture that includes diversity in the work place. This information can be used as resource to help with guiding policy decisions in public agencies.

Coaching and consulting. As part of the leadership or staff development program or training, public agencies leadership and their staff should be open to coaching as well as providing coaching to other staff. Coaching is used to help engage employees and can help employees with work performance, productivity, and communication. Directors or mentorship programs can use this resource as they train and develop protégés.

Dos and don'ts. The following is a list of Dos and Don'ts.

Do:

- Be a people person Work well with others;
- Study policy to increase knowledge of industry;
- Have a mentor and be a mentor. Help others to grow and promote;
- Read be familiar with industry and technology;
- Go the extra mile;
- Coach and be coachable;

- Have integrity and a good work ethic;
- Manage change and bureaucracy well;
- Read memos before meetings;
- Add value to team and collaboration meetings; and
- Maintain work-life balance and work-life integration.

Don't:

- Don't go to meetings unprepared;
- Don't ignore staff or office issues;
- Don't discipline staff in public, instead discipline in private;
- Don't ignore issues that arise; and
- Don't fear change.

Study Conclusion

The researcher began this study with the desire to add to the existing body of literature for women who work in leadership roles by seeking women leaders who work in public agencies and were open to sharing their stories about their success and best practices. The researcher presented 12 open-ended interview questions designed to identify what leadership practices work well for women leaders. As a result, the following key themes were noted:

- Be pleasant while being assertive;
- Lead by example;
- Mentor and support staff encourage others to promote;
- Dress as a leader (some women a judge by what they wear);
- Travel and take vacations.
- Spend time alone to think.

The women in the study who work in the public sector mentioned a variety of leadership styles such as those mentioned in Chapter 1: authentic, servant, transformational, transactional, charismatic, and situational. Some of the women expressed that they use the leadership style that will help their team at the time.

Recommendations for Future Research

The purpose of this study was to determine the best practices of women leaders in the public sector. The study shows what areas in leadership are challenges for some women and what techniques work well for other women.

The researcher has recommendations on three levels: (a) individual level, (b) departmental level, and (c) institutional level. At the individual level, women can use this information to help prepare them for promotions or to help them in working on communication or working in groups.

At the department level, women in leadership positions should use the information as they set up projects and design teams that may involve women. At this level, directors can intentionally pair high-potential staff that exhibit leader-like qualities and attributes with more senior women or men in the organization in order to help them grow. Executive-level coaching is recommended at the institutional level. The organization can support women by being aware that women have different preferences in leadership styles. At the institutional level, organizations can align their incentives, rewards, and recognition systems to recognize intentionally other men and women who mentor women in the workplace. By aligning the incentives and rewards systems to intentional mentoring, employees not only recruit, train, and retain high-potential employees, but can also track which women are being promoted and moving up the career ladder.

To further the study on women in leadership in the public sector and add to the present body of work on women in the workplace, the following are recommended for future studies:

- Conduct a qualitative study and broaden the inclusion criteria to include other races and ethnicities such Latina, Asian, and White women. In this way, a researcher can note if women across the spectrum experiencing the same or different experiences in the workplace.
- Widen the scope of women to include women in leadership positions in nonprofit organizations, private sector, and government.
- Conduct a study on women in leadership positions in the military and/or women-owned small-business leaders.
- Replicate this study in its entirety.

Additional interview questions could be suggested to understand better the issue of women in leadership. For example, the following questions could be asked:

- How might your marital status affect your ability to promote? This interview question may raise the issue of gender diversity in the workplace. Marital status may influence perceptions about an employee availability for work and limit opportunities for promotions.
- When did you obtain your first leadership role in the public sector? This question can give information about how much work experience, knowledge, skill, and leadership ability the participant brought to the present job.
- Were you ever passed over for a job that you were qualified for by an external candidate? This question can give insight into the participant's intentions and desire to be recognized by senior leadership and promoted within and understand the

- theories in use in how people are advanced and selected within the organization.
- At what moment or point in time in your career did you decide to ascend the corporate ladder and pursue higher leadership roles? How did you prepare for taking on additional responsibilities for the new leadership position? This question can provide insight into what efforts the participant has put into planning and preparing for leadership roles.
 - Have you experienced racism at work? This question gives insight into how the participant feels about race and show what barriers may be in place.
 - Have you experienced gender discrimination at work? This question can provide information about the participant's experience with coworkers as a woman in the workplace and what barriers need to be addressed.

Final Thoughts

This study sought to identify the best practices and strategies of women leaders in the public sector. From the beginning of the study, the researcher was curious to see the career path for women leaders. The women in the study varied in age and background and they spoke of different experiences that had common themes. Even in 2019, some women still report they are not treated the same as men in the workplace, even in the public sector. Women reported that they are still judged by how they look, how they dress, how they speak, and how they lead. They report in some cases that they are held to a different standard than men.

A theme that was surprising was in the area of work-life balance. Some of the younger women mentioned they felt responsible for taking care of the home as well as being responsible for things at work. They mentioned caring for children and husbands and balancing this with work. One woman noted that she chose to take time off work to care for her child for a few

years. The theme that was surprising was that many of the older women had grown children or no children; however, they did note that they had to care for aging parents and some of the women noted that other coworkers had similar responsibilities at home. Another woman in the study noted that she chose to retire early to care for her parents. Many women have to shift between leadership at work and leadership at home.

Many of the women spoke of travel and self-care. They emphasized the importance of taking time off to rest and the importance of balancing work and play. Many of the women spoke of the importance of collaboration and sharing meals and celebrations with their teams.

This study sought to find out the best practices of women leaders in the public sector. The interviews were very interesting and brought out a variety of topics. Some of the areas discussed are tied to the literature noted in Chapter 2. The most mentioned practices in the study are as follows: Collaboration: Many of the women mentioned collaboration or working with partners or teams and the importance including others. Be Coachable: Many of the of the women mentioned that leaders should be open to learning as well as being willing to teach. Listening and communication: Many of the women leaders mentioned the importance of clear communication both when speaking and when listening. Manage bureaucracy well: In the public sector, many of the leaders mentioned having to work with rules, regulations, and policies while working with their teams and the public. They also mentioned that as administration changes and elections happen, sometimes policies change and, as leaders, they have to bring the information to their teams for implementation. Leaders must have integrity: As a public servant in the public sector, it is important for women leaders to be honest, fair, and transparent. Work-life balance work-life integration: Many of the women mentioned the different ways they manage work-life balance and work-life integration. Some women stated that they have to plan it out to make sure it

happens. Go above and beyond: Many of the women expressed that they feel they have to do a little more or do a little more than men in order to be respected. Some women expressed that they are judged differently than men in the workplace in terms of work and in how they dress.

Situational be able to switch leadership styles: Many of the women noted that they may need to adjust their leadership style based on the situation. With their local teams, they may be firm but more relaxed, but when their executive staff is present, they may be more formal. If they are working one-on-one with staff, they may need to adjust based on the staff person.

Make time for travel: All of the leaders mentioned travel. They seemed to enjoy sharing information about travel and trips they have planned.

Make time for family and friends: Many of the women expressed that family and friends are important. Some women have had to make tough personal choices between career and caring for husbands, children, and other loved ones. Another matter noted by some women was that as they get older, they also have to care for elderly parents.

Create a positive happy environment-culture for your team: Some of the women noted the importance of work culture and being familiar with the culture of your office. As leaders, some of the women expressed that a positive work culture allows the team to be happier and more productive. A culture where staff is encouraged to grow, work on personal development, and be included in projects can allow staff to feel more at ease and focus on work tasks. They report a happy team is more productive.

Use planner or check off list: Some of the women in the study prefer using hard-copy planners and some preferred using Microsoft Outlook. Either way, women seem to like being able to check off that a task is completed.

Important to build relationships: Relationship and working with others was a common theme that was mentioned. Working well with others and being likeable is important in the workplace and is very important when working in the public sector, as you need to work with the customers, coworkers,

businesses, and community partners.

Women leaders should approach change positively, be coachable, and use situational leadership to navigate organizational barriers and advance in the workplace. Public-sector employers must provide executive coaching and mentoring and opportunities for collaboration to attract, recruit, retain, and promote high-potential women leaders in the public sector.

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APPENDIX A
IRB Approval Notice



Pepperdine University
24255 Pacific Coast Highway
Malibu, CA 90263
TEL: 310-506-4000

NOTICE OF APPROVAL FOR HUMAN RESEARCH

Date: December 12, 2018

Protocol Investigator Name: Candy Williams

Protocol #: 18-03-751

Project Title: Best Practices of Women Leaders in the Public Sector

School: Graduate School of Education and Psychology

Dear Candy Williams:

Thank you for submitting your application for exempt review to Pepperdine University's Institutional Review Board (IRB). We appreciate the work you have done on your proposal. The IRB has reviewed your submitted IRB application and all ancillary materials. Upon review, the IRB has determined that the above entitled project meets the requirements for exemption under the federal regulations 45 CFR 46.101 that govern the protections of human subjects.

Your research must be conducted according to the proposal that was submitted to the IRB. If changes to the approved protocol occur, a revised protocol must be reviewed and approved by the IRB before implementation. For any proposed changes in your research protocol, please submit an amendment to the IRB. Since your study falls under exemption, there is no requirement for continuing IRB review of your project. Please be aware that changes to your protocol may prevent the research from qualifying for exemption from 45 CFR 46.101 and require submission of a new IRB application or other materials to the IRB.

A goal of the IRB is to prevent negative occurrences during any research study. However, despite the best intent, unforeseen circumstances or events may arise during the research. If an unexpected situation or adverse event happens during your investigation, please notify the IRB as soon as possible. We will ask for a complete written explanation of the event and your written response. Other actions also may be required depending on the nature of the event. Details regarding the timeframe in which adverse events must be reported to the IRB and documenting the adverse event can be found in the *Pepperdine University Protection of Human Participants in Research: Policies and Procedures Manual* at community.pepperdine.edu/irb.

Please refer to the protocol number denoted above in all communication or correspondence related to your application and this approval. Should you have additional questions or require clarification of the contents of this letter, please contact the IRB Office. On behalf of the IRB, I wish you success in this scholarly pursuit.

Sincerely,

Judy Ho, Ph.D., IRB Chair

cc: Mrs. Katy Carr, Assistant Provost for Research

APPENDIX B

Informed Consent Letter

PEPPERDINE UNIVERSITY
Graduate School of Education and Psychology

INFORMED CONSENT FOR PARTICIPATION IN RESEARCH ACTIVITIES
**LEADERSHIP BEST PRACTICES
FOR WOMEN LEADERS IN THE PUBLIC SECTOR**

You are invited to participate in a research study conducted by Candy Williams, MS and Farzin Madjidi, ED.D at Pepperdine University, because you are a Female Leader in the Public Sector. Your participation is voluntary. You should read the information below, and ask questions about anything that you do not understand, before deciding whether to participate. Please take as much time as you need to read the consent form. You may also decide to discuss participation with your family or friends. If you decide to participate, you will be asked to sign this form. You will also be given a copy of this form for you records.

PURPOSE OF THE STUDY

The purpose of this study is to develop an understanding of the best practices used by Women leaders in the public sector. This purpose is achieved by identifying successes and challenges some women leaders face. Some women face challenges with diversity, equality in pay, job opportunities and in work-life integration in terms of home life. Despite these challenges women move into leadership positions. This study explores what women have experienced while moving into their new positions.

STUDY PROCEDURES

If you volunteer to participate in this study, you will be asked to...

1. Review the provided interview questions.
2. Review the informed consent form.
3. Answer the 5 to 12 qualitative interview questions.
4. Review and approve your responses to the interview questions after your responses have been transcribed.

Your Consent and signature are required so that the interview can be audio recorded. You can still participate in this study even if you decline to be audio recorded. The audio recordings will be used for educational and research purposes only. The interviews will provide pertinent information for future women leaders. The qualitative study consists of 5 to 8 open-ended interview questions that will focus on identifying the successes and challenges women leaders face in the public sector. To participate in this study you can volunteer, be a referral or be

selected based on your experience or your leadership position in the public sector. The interview will take approximately 30-45 minutes and will be conducted in person at an agreed upon designated location or telephonically.

POTENTIAL RISKS AND DISCOMFORTS

The potential and foreseeable risks associated with participation in this study include no more than minimal risk. Simmons-Johnson (2012) study *The Path to Graduation: A model interactive Website Design Supporting Doctoral Students* described minimal risks as, “the probability and magnitude of harm or discomfort anticipated in the research are not greater in and of themselves than those ordinarily encountered in daily life or during the performance of a routine physical or psychological examinations or tests” (p.117). Possible risk for participating in the study include, but are not limited to:

1. Potential Breach of Confidentiality
2. Potential risk to reputation
3. Self-Efficacy: Boredom; Fatigue and Negative Self Reflection

Risks will be minimized in the following ways: (a) Participants identities will be known only to the researcher and will not be used in the study; (b) No specific identifying information will be reported in any part of the study; (c) Researcher will use a generic numeric coding system to identify each woman leader and generate a profile when reporting the data; (d) If fatigue or discomfort is experienced by the participant a break will be provided, and lastly (e) the researcher will reiterate at the beginning and during the interview that their participation is strictly voluntary and ensure participants they may stop at any time without any form of retribution.

POTENTIAL BENEFITS TO PARTICIPANTS AND/OR TO SOCIETY

While there are no direct benefits to the study participants, there are several anticipated benefits to society which include: providing clear strategies, pathways and personal insights for women in the public sector to advance early career professionals, mid-career, and senior women in leadership and those considering entering the field. Other benefits include adding to the literature and widening the scope of best leadership practices for women that are applicable across multiple industries. Additional benefits include understanding and sharing options and career paths available in the public sector, teaching others how to negotiate effectively and articulating what role and position they want. Your expertise and experiences are vital to this qualitative study and your thoughtful and intentional responses will be used as data to compile a comprehensive doctoral dissertation focusing on LEADERSHIP BEST PRACTICES FOR WOMEN LEADERS IN THE PUBLIC SECTOR.

PAYMENT/COMPENSATION FOR PARTICIPATION

You will receive \$10 Starbucks gift card for your time. You do not have to answer all of the questions in order to receive the card. The card will be given to you in person upon conclusion of the interview or mailed within 5 days of the telephonic or Zoom interview. The card will be mailed directly to the address provided by the participant at the conclusion of the interview.

CONFIDENTIALITY

I will keep your records for this study confidential as far as permitted by law. However, if I am required to do so by law, I may be required to disclose information collected about you. Examples of the types of issues that would require me to break confidentiality are if you tell me about instances of child abuse and elder abuse. Pepperdine University's Human Subjects Protection Program (HSPP) may also access the data collected. The HSPP occasionally reviews and monitors research studies to protect the rights and welfare of research subjects.

The data will be stored on a password-protected computer in the principal investigators place of residence. The data will be stored for a minimum of three years. Researcher will save and backup all information on a external hard drive as a redundancy measure. There will be no identifiable information obtained in connection with this study. Your name, address or other identifiable information will not be collected. Any identifiable information obtained in connection with this study will remain confidential. Your responses will be coded with a pseudonym and transcript data will be maintained separately. The audio-recordings will be deleted once they have been transcribed.

The data collected will be coded for validity and reliability purposes, de-identified, identifiable, and transcribed. Audio recordings will be listened to twice to capture nuances and ensure accuracy. Upon the researcher initial coding process the data will be provided to two carefully selected doctoral peer interviews with similar amount of training and preparation for conducting qualitative research. The peer coding process entails fact checking, accuracy and a comparison of what the principle researcher interpreted. The principle researcher will take necessary steps to read the peer commentary and incorporate suggestions and peers recommendations to strengthen the study. Participants will have an opportunity to read the final transcription to ensure accuracy, prior to publication.

PARTICIPATION AND WITHDRAWAL

Your participation is voluntary. Your refusal to participate will involve no penalty or loss of benefits to which you are otherwise entitled. You may withdraw your consent at any time and discontinue participation without penalty. You are not waiving any legal claims, rights or remedies because of your participation in this research study.

There are instances in which the researcher may deem it necessary to end your participation in the study, for example use of threatening or inappropriate language, if the participant has recently been terminated from a leadership position, or suddenly fail to meet the research criteria. If the number of willing participants far exceed the population sample size, some may be turned away.

ALTERNATIVES TO FULL PARTICIPATION

The alternative to participation in the study is not participating or completing only the interview questions, which you feel comfortable. Your relationship with your employer will not be affected whether you participate or not in this study.

EMERGENCY CARE AND COMPENSATION FOR INJURY

If you are injured as a direct result of research procedures you will receive medical treatment; however, you or your insurance will be responsible for the cost. Pepperdine University does not provide any monetary compensation for injury.

INVESTIGATOR'S CONTACT INFORMATION

I understand that the investigator is willing to answer any inquiries I may have concerning the research herein described. I understand that I may contact Dr. Farzin Madjidi at farzin.madjidi@pepperdine.edu if I have any other questions or concerns about this research.

RIGHTS OF RESEARCH PARTICIPANT – IRB CONTACT INFORMATION

If you have questions, concerns or complaints about your rights as a research participant or research in general please contact Dr. Judy Ho, Chairperson of the Graduate & Professional Schools Institutional Review Board at Pepperdine University 6100 Center Drive Suite 500 Los Angeles, CA 90045, 310-568-5753 or gpsirb@pepperdine.edu.

SIGNATURE OF RESEARCH PARTICIPANT

I have read the information provided above. I have been given a chance to ask questions. My questions have been answered to my satisfaction and I agree to participate in this study. I have been given a copy of this form.

AUDIO/VIDEO/PHOTOGRAPHS *(If this is not applicable to your study and/or if participants do not have a choice of being audio/video-recorded or photographed, delete this section.)*

- I agree to be audio/video-recorded /photographed (remove the media not being used)*
- I do not want to be audio/video-recorded /photographed (remove the media not being used)*

Name of Participant _____

Signature of Participant _____ Date _____

SIGNATURE OF INVESTIGATOR

I have explained the research to the participants and answered all of his/her questions. In my judgment the participants are knowingly, willingly and intelligently agreeing to participate in this study. They have the legal capacity to give informed consent to participate in this research study and all of the various components. They also have been informed participation is voluntary and

that they may discontinue their participation in the study at any time, for any reason.

Name of Person Obtaining Consent _____

APPENDIX C

Recruitment Script

March 28, 2018

Dear _____,

My name is Candy Williams and I am a Doctoral Candidate at Pepperdine University Graduate School of Education and Psychology in the Organizational Leadership program. I am conducting research for my dissertation *Best Practices for Women in Leadership in the Public Sector*. This research will seek to interview women who work in leadership roles in the public sector. Even though there are many women in the workforce there are still barriers for some women who advance at work. The purpose of this study is to determine the best practices used by women leaders in the public sector. This purpose is achieved by identifying successes and challenges. Through the interviews the research will explore the challenges, best practices and strategies that women leaders employ, while working in the public sector. The interviews will provide pertinent information for future women leaders. I am inviting you to participate in my study. Your participation is voluntary. You can contact me at womenleadersbestpractice@gmail.com Thank you in advance for your consideration for participating in my study.

Sincerely,

Candy Williams
Pepperdine University
Doctoral Candidate

APPENDIX D

Interview Recruitment Phone Script

Good Afternoon <Potential Participant Name>,

My name is Candy Williams and I am a Doctoral Candidate at Pepperdine University Graduate School of Education and Psychology in the Organizational Leadership program. I am conducting research for my dissertation *Leadership Best Practices for Women in Leadership in the Public Sector*. The purpose of this study is to determine the best practices used by Women leaders in the public sector. This purpose is achieved by identifying successes and challenges. Through the interviews the research will explore the challenges, best practices and strategies that women leaders employ, while working in the public sector. The interviews will provide pertinent information for future women leaders. The qualitative study consists of 5 to 8 open ended interview questions that will focus on identifying the successes and challenges women leaders face in the public sector. To participate in this study you can volunteer, be a referral or be selected based on your experience or leadership position in the public sector. The interview will take approximately 30-45 minutes and will be conducted in person at an agreed upon designated location or telephonically. Would you participate in my qualitative study? If no, thank you for your time. If yes please provide me with the following information:

Name	Phone/E-mail Address	Type of Interview Phone/F-2-F/Zoom	Best Date, Time, & Place

One week prior to our scheduled interview I will e-mail the interview questions. As a courtesy, I will send a text message or e-mail reminder 24-48 hours prior to our meeting time and/or place.

APPENDIX E

Peer Reviewer Form

Dear Reviewer:

Thank you for agreeing to participate in my research study. The table below is designed to ensure that many research questions for the study are properly addressed with corresponding interview questions

In the table below, please review each research question and the corresponding interview questions. For each interview question, consider how well the interview question addresses the research question. If the interview question is directly relevant to the research question, please mark "Keep as stated." If the interview question is irrelevant to the research question, please mark "Delete it." Finally, if the interview question can be modified to best fit with the research question, please suggest your modifications in the space provided. You may also recommend additional interview questions you deem necessary.

Once you have completed your analysis, please return the completed form to me via e-mail to womenleadersbestpractice@gmail.com. Thank you again for your participation.

Research Question	Corresponding Interview Question
RQ1: What are the leadership strategies, traits and best practices of women leaders in public sector?	IQ 1: How would you describe your approach to leadership? a. The question is directly relevant to Research question - Keep as stated b. The question is irrelevant to research question – Delete it c. The question should be modified as suggested : _____ _____ I recommend adding the following interview questions: _____

	<hr/> <hr/>
	<p>IQ 2: What practices or techniques do you use to lead?</p> <ol style="list-style-type: none"> The question is directly relevant to Research question - Keep as stated The question is irrelevant to research question – Delete it The question should be modified as suggested: <hr/> <hr/> <p>I recommend adding the following interview questions:</p> <hr/> <hr/> <hr/> <p>IQ 3: What characteristics or skills do you have that help your leadership practice?</p> <ol style="list-style-type: none"> The question is directly relevant to Research question - Keep as stated The question is irrelevant to research question – Delete it The question should be modified as suggested: <hr/> <hr/> <p>I recommend adding the following interview questions:</p> <hr/> <hr/> <hr/> <p>IQ 4: What characteristics or skills hinder your leadership practices?</p> <ol style="list-style-type: none"> The question is directly relevant to Research question - Keep as stated The question is irrelevant to research question – Delete it The question should be modified as suggested: <hr/> <hr/> <p>I recommend adding the following interview questions:</p>

<p>RQ2: What are the challenges and obstacles that women leaders face in the public sector?</p>	<p>IQ 5: What unique challenges do you face as a women leader in the public sector?</p> <ul style="list-style-type: none"> a. The question is directly relevant to Research question - Keep as stated b. The question is irrelevant to research question – Delete it c. The question should be modified as suggested: <p>I recommend adding the following interview questions: _____</p> <p>IQ 6: How do you overcome these challenges?</p> <ul style="list-style-type: none"> a. The question is directly relevant to Research question - Keep as stated b. The question is irrelevant to research question – Delete it c. The question should be modified as suggested: <p>I recommend adding the following interview questions: _____</p> <p>IQ 7: Have you had to change your authentic leadership approach as a result of these challenges?</p> <ul style="list-style-type: none"> a. The question is directly relevant to Research question - Keep as stated b. The question is irrelevant to research question – Delete it c. The question should be modified as suggested: <p>I recommend adding the following interview</p>
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	<p>questions: _____</p> <p>IQ 8: How do you deal with work life balance integration?</p> <p>a. The question is directly relevant to Research question - Keep as stated</p> <p>b. The question is irrelevant to research question – Delete it</p> <p>c. The question should be modified as suggested:</p> <p>I recommend adding the following interview</p> <p>questions: _____</p>
<p>RQ3:What are the measurements of success for women leaders in within public sector?</p>	<p>IQ 9: How do you define your success?</p> <p>a. The question is directly relevant to Research question - Keep as stated</p> <p>b. The question is irrelevant to research question – Delete it</p> <p>c. The question should be modified as suggested:</p> <p>_____</p> <p>_____</p> <p>I recommend adding the following interview</p> <p>questions:</p> <p>_____</p> <p>_____</p> <p>_____</p>

	<p>IQ 10: How do you measure and track this success?</p> <p>a. The question is directly relevant to Research question - Keep as stated</p> <p>b. The question is irrelevant to research question – Delete it</p> <p>c. The question should be modified as suggested:</p> <hr/> <p>I recommend adding the following interview questions:</p> <hr/> <hr/> <hr/>
<p>RQ4: Based on their experiences, what lessons do women leaders have for emerging leaders?</p>	<p>IQ 11: How do you celebrate victories for yourself?</p> <p>a. The question is directly relevant to Research question - Keep as stated</p> <p>b. The question is irrelevant to research question – Delete it</p> <p>c. The question should be modified as suggested:</p> <hr/> <hr/> <p>I recommend adding the following interview questions:</p>

	<hr/> <hr/> <hr/> <p>IQ 12: What advice do you have for women who seek leadership positions in the public sector?</p> <p>a. The question is directly relevant to Research question - Keep as stated</p> <p>b. The question is irrelevant to research question – Delete it</p> <p>c. The question should be modified as suggested:</p> <hr/> <hr/> <p>I recommend adding the following interview questions:</p> <hr/> <hr/>
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