University of Northern Iowa
UNI ScholarWorks

Dissertations and Theses @ UNI | Student Work

2017

Career development and trajectories: Women in senior-level management positions in nonprofit organizations and government agencies

Jennifer Diane Stevens
University of Northern Iowa

Let us know how access to this document benefits you

Copyright ©2017 Jennifer Diane Stevens
Follow this and additional works at: https://scholarworks.uni.edu/etd

Part of the Management Sciences and Quantitative Methods Commons, and the Nonprofit Administration and Management Commons

Recommended Citation

Stevens, Jennifer Diane, "Career development and trajectories: Women in senior-level management positions in nonprofit organizations and government agencies" (2017). *Dissertations and Theses @ UNI*. 464.
https://scholarworks.uni.edu/etd/464

This Open Access Thesis is brought to you for free and open access by the Student Work at UNI ScholarWorks. It has been accepted for inclusion in Dissertations and Theses @ UNI by an authorized administrator of UNI ScholarWorks. For more information, please contact scholarworks@uni.edu.

Offensive Materials Statement: Materials located in UNI ScholarWorks come from a broad range of sources and time periods. Some of these materials may contain offensive stereotypes, ideas, visuals, or language.

Copyright by
JENNIFER DIANE STEVENS
2017
All Rights Reserved

CAREER DEVELOPMENT AND TRAJECTORIES: WOMEN IN SENIOR-LEVEL MANAGEMENT POSITIONS IN NONPROFIT ORGANIZATIONS AND GOVERNMENT AGENCIES

An Abstract of a Thesis

Submitted

in Partial Fulfillment

of the Requirements for the Degree

Master of Arts

Jennifer Diane Stevens

University of Northern Iowa

December 2017

ABSTRACT

Lighting the way for women today, pioneers like Jane Addams and others have helped women make gallant strides in the field of human and leisure services for the past 50 years. These women took necessary steps towards equality, which ultimately led to changes in attitudes of women, attitudes towards women, and gender roles. Women now make up half of the workforce and are accepted in all sectors today.

However, inequality still exists through transparent barriers that keep women from advancing to senior-level management and decision-making positions. Elements such as family, education, and organizational and personal factors can positively or negatively influence women's career trajectories. Measures should and are being taken by organizations and corporations to help break the glass ceiling barriers and help women advance to managerial leadership positions.

The purpose of the study was to explore the career trajectories of females in managerial leadership roles in nonprofit organizations and government agencies delivering leisure and/or human services. Semi-structured interviews were conducted with four women in eastern Iowa. This study determined themes that influenced the career trajectories of selected females in managerial leadership roles and examined the differences in individuals according to family life, education, professional experience, age, and personal goals and aspirations.

The findings of this study showed that although each participant had varied career paths, common factors influenced decisions made in their career trajectories. In addition, barriers still exist which impact women’s advancement to managerial leadership position.

Key Words: women, influences, workforce, career trajectory, senior-level management, nonprofit, government, human services, leisure services

CAREER DEVELOPMENT AND TRAJECTORIES: WOMEN IN SENIOR-LEVEL MANAGEMENT POSITIONS IN NONPROFIT ORGANIZATIONS AND GOVERNMENT AGENCIES

A Thesis

Submitted

in Partial Fulfillment

of the Requirements for the Degree

Master of Arts

Jennifer Diane Stevens

University of Northern Iowa

December 2017

This Study by: Jennifer Diane Stevens

Entitled: Career Development and Trajectories: Women in Senior-Level Management Positions in Nonprofit Organizations and Government Agencies

has been approved as meeting the thesis requirement for the

Degree of Master of Arts

_____	_____
Date	Dr. Christopher Edginton, Co-Chair, Thesis Committee
_____	_____
Date	Dr. Julianne Gassman, Co-Chair, Thesis Committee
_____	_____
Date	Dr. Jennifer Waldron, Thesis Committee Member
_____	_____
Date	Dr. Patrick Pease, Interim Dean, Graduate College

DEDICATION

To my supportive and loving parents, Steve and Diane Stevens. Thank you for always believing in me even when I doubted myself.

ACKNOWLEDGEMENTS

I would like to thank my committee members Dr. Christopher Edginton, Dr. Julianne Gassman, and Dr. Jennifer Waldron for their support and guidance throughout this thesis process and my graduate education. A special thanks to Dr. Edginton who has been a wonderful mentor to me these past three years. Thank you for your dedication, wisdom, and always having an open door and finding time for not only me, but for all students. I am honored to have been your student and wish you happiness in your retirement.

To Kristina, my truest friend. You have always been there for me and I could not have done it without you. Thank you for your support and friendship; it means the world to me.

To my friends and cohort, thank you for the companionship during those long hours at the library and coffee shops, the Wednesday night research group and after party, and for making Iowa feel like home.

And finally, to my family, who has always loved and supported me in all of life's adventures. It's finally time for a new chapter to begin!

TABLE OF CONTENTS

PAGE

LIST OF TABLES ix

LIST OF FIGURES x

CHAPTER I. INTRODUCTION 1

Statement of the Problem 5

Research Questions 6

Significance of the Study 7

Delimitations 7

Limitations 7

Assumptions 8

Definition of Terms 8

CHAPTER II. REVIEW OF RELATED LITERATURE 10

Introduction 10

Shift in Gender Roles 11

Change in Attitude Towards Women 13

Factors Contributing to Change 13

Historical Women Who Influenced the Leisure and Human Services Fields 16

Jane Addams 17

Ellen Gates Starr 18

Juliette Gordon Low 19

Fran Mainella 20

Kathryn Krieg 21

Charlotte Gulick....21
Women in Management in Nonprofit and Public Sectors....22
Barriers to Advancement of Women....25
Stereotyping....26
Leadership Styles and Traits of Women....28
Women and the Leadership Ambition Gap....28
Gender Time Gap....29
Influences of Women's Career Development....33
Personal Perspectives....33
Family....34
Education and Educators....36
Organizational Factors....36
Solutions to Diversifying Senior Management....39
Women on Executive Boards....39
Flexible Work Hours....41
Mentor Programs....41
Summary....42
CHAPTER III. METHODOLOGY....44
Qualitative Approach to Research....44
Ethical Considerations....45
Research Participants....46
Procedures for Collecting Data....46

Data Analysis 51

CHAPTER IV. RESULTS 54

Participant Overview 54

Tammy 55

Jane 55

Sarah 55

Charlotte 56

Background 56

Family Influence 58

Mentors 59

Opportunities 60

Education 63

Support 64

Influence of Others and Relationships 66

Professional Experiences 68

Influences Leading to Current Position 68

Challenges in Nonprofits 73

Challenges in Government 75

Job Satisfactions 77

Perspectives of Women in Leisure and Human Services 79

Glass Ceiling 79

Obstacles Keeping Women from Upward Mobility 81

Other Discrepancies 84
Looking into the Future 85
Future Careers 85
Advice for Women 86
Ways Organizations Can Help Women 87
Summary of Findings 89
CHAPTER V. DISCUSSION 95
Recommendations for Future Research 99
Implications for Professional Practice 101
Conclusion 102
REFERENCES 104
APPENDIX A: PARTICIPANT INVITATION 114
APPENDIX B: PARTICIPANT INFORMED CONSENT 115

LIST OF TABLES

TABLE PAGE

1 Literature Review Sources 12

2 Participant/Organization Overview 57

3 Summary of Findings 90

LIST OF FIGURES

FIGURE PAGE

1 Public Sector Agencies and Authorities: Women in Management Tiers and Senior Executive Service.....23

2 Percent of Nonprofit CEOs by Gender and Budget Size: 2006 24

CHAPTER I

INTRODUCTION

Leadership has been primarily studied on men and the male perspective prior to the 20th century (Denmark, 1993). It was thought of as a quality a person was born with, not a quality acquired through education, time, or experience. Over the past few decades, researchers have turned to studying women in positions of authority and leadership (Denmark, 1993). This research study is dedicated to gaining greater understanding of the leadership roles and career trajectories of women in nonprofit organizations and government agencies.

Today, women make up nearly 50% of the workforce in the United States and hold the majority of professional jobs (Carnes & Radojevich-Kelley, 2011). They now hold positions within industries and occupations that used to be predominately male. Women entrepreneurs generate nearly a trillion dollars in revenue and employ one in seven citizens in the United States (Carnes & Radojevich-Kelley, 2011). Although women play a significant role in today's workforce, they still have a small presence among top executive positions (Davidson & Burke, 2004). At a time when women hold half of the managerial positions in the United States, they hold less than 5% of senior-level positions in organizations and corporations (Davidson & Burke, 2004).

Reasons why women are not advancing into senior-level management have been discovered. The term "glass ceiling" refers to transparent barriers that keep women and minorities from advancing to higher-level management positions (Gibelman, 2000, p. 251). Studies by The Federal Glass Ceiling Commission (1995), Carnes and Radojevich-

Kelley (2011), Coleman (2010), Buckalew, Konstantinopoulos, Russell, and El-Sherbini (2012), and others all indicate that this glass ceiling continues to exist today. The glass ceiling and other factors may have an influence on an individual's career development or trajectory.

The path to an individual's career varies from person to person. An individual's career trajectory is the path a person takes in his/her professional area or occupation throughout that person's lifetime. Many factors can contribute to the choices made for one's career and the path that is followed. These factors can include education, family, culture, professional and life experiences, religion, personal goals, aspirations, values, and skills. As Duffy and Dik (2009) have noted, "life experiences and circumstances can significantly affect the degree to which each decision is volitional" (p. 30).

An individual's career is an important focus in one's life giving rise to one's sense of self-concept and identity. The development of an individual's work life and career is an important factor influencing the individual's sense of self-worth and value. As one's career progresses, evolves, and transitions, new stages and ways of development emerge. Such career development can be individually addressed and also managed within the framework of an organization.

Leisure and human services are career areas where women have had success in achieving their professional aspirations. The organized leisure movement dates back to the late and early 1900's. Many women played an important role in the development of the movement as pioneers, trailblazers, and role models for other women. For example, Jane Addams, noted as the founder of social work in America, was deeply involved as a

leader in the formulation of the Playground Association of America (Dieser, Harkema, Kowalski, Osuji, & Poppen, 2004).

Historically, career paths in the leisure area have focused on opportunities in the municipal government sector. However, today, many career ladders within the leisure services profession are found in all sectors including government, nonprofit, and commercial areas. Leisure organizations provide services that can include sports, outdoor recreation, tourism, hospitality, play, parks, and more. Examples of leisure organizations include the YMCA, Girl Scouts, museums, sports clubs, and other organizations (Godbey, 2008).

Opportunities for women in administrative roles in leisure service organizations were scarce until the late 1960's. Godbey and Henkel (1976) showed the scarcity of women in the field of leisure services. They found that women and minorities made up less than 6% of the workforce in leisure service administration.

Women have also had a strong presence in human service organizations. Human service organizations address societal needs within a community such as childcare, health, education, employment, and others. They help to enhance an individual, family, or community's well-being. Examples of human service organizations can include hospitals, schools, social service agencies, day cares, health departments, and more (Hasenfeld, 2010).

Women entered the field of human services in the early 1900's, during the Progressive Era, when they began enrolling in colleges and technical training programs, such as nursing programs (Austin, 1988). Many women started their own human service

organizations depending on the needs they saw in their own communities. “These career-oriented women were socialized into the expectation that, in addition to marriage and motherhood, they might pursue life-long careers as service workers (not administrators) in bureaucratic organizations at salaries below the norm for men” (Austin, 1988, p. 551). During the 1970’s, women started to make career choices before choosing to get married, and began to enter fields such as law, medicine, business, and politics which were all predominately male-dominated fields. Today, women make up the majority of professionals in the field of human services (Austin, 1988).

While females make up the majority of the workforce within the human services field, they have not had a strong presence in government agencies. According to Cornwell and Kellough (1994), women and minorities are concentrated in lower-level government agency jobs. Williams (2014) noted that compared to the private sector, the public sector may pose threats to leadership opportunities for women, due to the bureaucracy of public sector organizations. Despite these challenges, women such as Kathryn Krieg and Fran Mainella have blazed trails for women today in the public sector.

Women in the past have had much success in the nonprofit sector and continue to be successful today. The characteristics of women and their participation in suffrage movements may have played a crucial part in forming the nonprofits of today (Branson, Chen, & Redenbaugh, 2013). Even today, women make up the majority of the nonprofit workforce. According to The White House Project (2009b), women account for 73% of the employees working in the nonprofit sector.

From a historical perspective, women have played a significant leadership role in leisure and/or human service organizations. One only has to give witness to the contributions of individuals such as Ellen Gates Starr, Charlotte Gulick, Juliette Gordon Low, and the aforementioned Jane Addams, Kathryn Krieg, and Fran Mainella, plus many others. These women have provided significant development to these professional areas by founding organizations, serving in professional leadership roles, and providing commentary to influence the formulation of policy on local, regional, state, and national levels.

All of these individuals mentioned above have been recognized for their contributions as women leaders. Their development and career paths were varied. Likewise, valuable information may be gained by understanding the career trajectories of female leaders in leisure and human service organizations. Such information may help aspiring young professionals develop their own pathway to a successful career. However, limited studies have investigated the career trajectories of women in managerial leadership roles in government agencies and nonprofit organizations delivering leisure and/or human services.

Statement of the Problem

The purpose of the study was to explore the career development and trajectories of females in managerial leadership roles in government agencies and nonprofit organizations delivering leisure and/or human services. This study determined themes which influenced the career trajectories of selected females in managerial leadership roles. In addition, this study compared females in leadership roles in government

agencies with those operating in nonprofit organizations. The study examined the differences in individuals according to family life, education, professional experience, age, and personal goals and aspirations.

Research Questions

The following research questions have been developed to assist in guiding the study. They are:

1. What has been the career trajectory or career path that selected female leaders in leisure and human service organizations have taken to achieve their current professional position?
2. What leadership positions have select female leaders in leisure and human service organizations held in the past and what position do they currently hold?
3. How has one's family, education, professional experiences, and other factors influenced each female leader's career trajectory and present professional position?
4. What is the difference between select female leaders when comparing those in government agencies with those in nonprofit organizations?
5. What career aspirations did select female leaders have in the past and for the future?
6. What have been the barriers to the participants' professional advancement?

Significance of the Study

Many men and women past and present have strived for the equality of women in the United States. The workforce is a growing field for women in gaining equality. Women have broken the barriers to low and middle management positions, filling nearly 50% of low and middle management positions in the United States (Davidson & Burke, 2004). However, the number of senior-level management positions filled by women is less than 5% (Davidson & Burke, 2004).

Few studies have looked at contemporary women in leisure and human service professions. It is important to understand the paths these women took, the obstacles they faced, and the influences they had in reaching these positions to become successful in their careers and successful in building equality in the workplace. These stories could help future women who are pursing senior-level management positions in nonprofit organizations and government agencies reach the top as well.

Delimitations

This study was delimited to interviews of four women in senior-level management positions in both nonprofit organizations and government agencies within the eastern region in the state of Iowa.

Limitations

The following study limitations have been identified:

1. The career trajectories for the women interviewed cannot be generalized to all women in similar positions in nonprofit organizations and government agencies.
2. The limited sample size will also limit the study from being generalized.

Assumptions

The following assumptions were identified:

1. The researcher assumes the participants will answer all questions honestly.
2. The researcher assumes there have been influences in the participants' lives that shaped their career development and trajectories.

Definition of Terms

Many terms are used throughout this paper and are defined as follows:

1. *Career Trajectory:* "The path you create for yourself." "...find[ing] relevant ways to manage and grow your career" (Van Rooy, 2014).
2. *Government Agencies:* Federal, state, or local organizations set up or appointed by the government with specific tasks, responsibilities, or functions (Legal Match, n.d.).
3. *Human Services:* "a service provided by people; a service for people, esp. in the fields of health and social care" (Oxford English Dictionary, 2015).
4. *Leadership:* "a process that takes place in groups in which one member influences and controls behavior of the other members toward some common goal (Michener, DeLamater, & Schwartz, 1990).
5. *Leisure Services:* activities, services, and recreation opportunities provided to individuals and communities during their free or leisure time (Kraus, Barber, & Shapiro 2001).

6. *Nonprofit Organizations:* "Of, relating to, or designating an organization, corporation, etc., which does not operate for the purpose of making a profit" (Oxford English Dictionary, 2002).
7. *Woman:* "an adult female human being" (Merriam-Webster's, 2016).

CHAPTER II

REVIEW OF RELATED LITERATURE

Introduction

The purpose of the study was to explore the career trajectories of females in managerial leadership roles in government agencies and nonprofit organizations delivering leisure and/or human services. In addition, the study sought to find common themes that impacted females on the path to the managerial leadership positions they currently hold. Much research has been completed on the barriers to women advancing into top management positions. This chapter, Review of Related Literature, provides a brief overview of some of the barriers, but also focuses on factors that influence women in their career development and trajectories.

The chapter is organized into the following sections: (a) shift in gender roles, (b) historical women who influenced the leisure and human services fields, (c) women in management in nonprofit and public sectors, (d) barriers to advancement of women, (e) influences of women's career development, and (f) solutions to diversifying senior management.

Table 1 presents a matrix representing the six major focus areas and sources used in the literature review. The first area is focused on the shift in gender roles and includes 11 citations. The second area presents information focused on historical women who influenced the leisure and human services fields and includes 19 citations. The third section includes seven citations and discusses the women in management in nonprofit and public sectors. Barriers to advancement of women are listed in the fourth section, which

includes 16 citations. The fifth section notes the influences of women's career development and contains 23 citations. Last, the sixth section includes 12 citations and presents the solutions to diversifying senior management.

Shift in Gender Roles

In the beginning of the twentieth century, women made up less than 25% of the workforce and performed traditional roles of caregiver, nurturer, and homemaker (Carnes & Radojevich-Kelley, 2011). The traditional gender roles in society focused around the division of labor of the family unit. "These roles prescribe behavior regardless of marital status and age, but they are most centrally concerned with the gender-based breadwinner-versus-homemaker specialization" (Mason, Czajka, & Arber, 1976, p. 574). Women who were in the workforce were automatically placed in lower, part-time positions, due to their first priority, which was taking care of their family (Bukhari & Sharma, 2014).

Today, women are widely accepted into the workforce when compared to 50 years ago. Of great significance was the presence of women in the workforce during World War II when women undertook positions that men previously held (Acemoglu, Autor, & Lyle, 2004). Increasingly, a societal shift has occurred from viewing women as child bearers and homemakers to seeing them as entrepreneurs in the corporate world, as well as co-contributors to their families (Carnes & Radojevich-Kelley, 2011). However, it is important to note that women still bear the majority of family care and housework responsibilities (Offer & Schneider, 2011).

Table 1

Literature Review Sources

Study Areas	**Sources**
Shift in Gender Roles	Bukhari & Sharma, 2014; Carnes & Radojevich-Kelley, 2011; Cunningham, 2008a; Acemoglu, Autor, & Lyle, 2004; Bolzendahl & Myers, 2004; Brooks & Bolzendahl, 2004; Kaufman, 2000; Twenge, 1997; Klein, 1984; Mason et al., 1976; Epstein & Bronzaft, 1972
Historical Women in the Leisure and Human Services Field	Camp Fire, 2016; Cordery, 2012; Sims & Keena, 2010; Hartsoe et al., 2008; Commire & Klezmer, 2007; Ritzenthaler, 2007; Jalonick, 2006; Krieg Inducted Into NRPA Hall of Fame, 2006; Parks and Recreation, 2006; McCallum, 2005; Dieser et al., 2004; Connecting America Through Parks, 2004; Bosch, 2001; Daerr, 2001; Santaniello, 2001; Challender, 2000; Stivers, 2000; Sklar, 1985; Marquis Who's Who, n.d
Women in Management in Nonprofit and Public Sectors	Public Sector Commission, 2014; Branson et al., 2013; Nozawa, 2010; The White House Project, 2009b; Hrywna, 2006: Lipman, 2006; Pynes, 2000
Barriers to Advancement	Branson et al., 2013; Sandberg, 2013; Buckalew et al., 2012; Vieito, 2012; Offer & Schneider, 2011; Skelly & Johnson, 2011; McEldowney et al., 2009; Themudo, 2009; Cunningham, 2008b; Catalyst, 2007; Center for Gender in Organizations, 2005; *The Economist*, 2005a; *The Economist*, 2005b; Warren, 2003; Schmader, 2002; Bianchi et al., 2000; Bittman & Wajcman, 2000; Gibelman, 2000; Shelton & John, 1996; Federal Glass Ceiling Commission, 1995; Equal Employment Opportunity Commission, n.d.
Influences of Women's Career Development	Workman, 2015; Ely et al., 2014; Wojcik, 2014; Miller, 2014; Sandberg, 2013; Bowles, 2012; Dinolfo et al., 2012; Gibbons et al., 2011; Gibson-Beverly & Schwartz, 2008; Cunningham et al., 2005; Herr et al., 2004; Whiston & Keller, 2004; Gates, 2002; Schultheiss et al., 2002; Fan & Marini (2000); Larson & Wilson, 1998; Henderson & Bialeschki, 1995; Schwartz, 1989; Larwood et al., 1988; Noe, 1988; Graef et al., 1985; Henderson & Bialeschki, 1984; Clance & Imes, 1978
Solutions to Diversifying Senior Management	Wojcik, 2014; Solsvik & Fouche, 2013; Carnes & Radojevich-Kelley, 2011; Dahlvig & Longman, 2010; *The Economist*, 2005a; *The Economist*, 2005b; Pynes, 2000; Bradshaw et al., 1996; Henderson & Bialeschki, 1995; Noe, 1988; Warihay,1980; Loeser & Falon, 1978

Change in Attitude Towards Women

Leading to a shift in gender roles is a shift in the attitudes towards women. Both male and female attitudes towards women have changed drastically over the last 50 years. According to Brooks and Bolzendahl (2004):

> Highly restrictive attitudes, characterized by negative beliefs about women in non-domestic roles, an unwillingness to support women's rights across a wide range of institutions, and a tendency to endorse gender-based differences in power or responsibility have evolved into seemingly more liberal attitudes. (p. 107)

This change in attitude was prominent in sociological research in the 1970's.In a meta-analysis of scores from the Attitudes Towards Women Scale (AWS), Twenge (1997) uncovered findings from both women and men between 1970 and 1995 showing an increase over time with more liberal/feministic attitudes towards women. This change in attitudes can be seen in an Epstein and Bronzaft study in 1972. It was observed that women in their first year of college were more likely to see a future with both career and family/children as opposed to the more traditional view of a housewife only.

Factors Contributing to Change

Multiple factors can be attributed to the change in attitude towards women, attitudes of women, and the shift in gender roles. Some of these factors include the second-wave feminist movement, family dynamics and composition, women's higher education, and women's employment after World War II.

The second wave feminist movement. The feminist movement (second-wave feminism) during the 1960's and 1970's, focusing on sexuality, family, workplace, reproductive rights, and official legal inequalities, influenced the changing attitude towards women that ultimately lead to a shift in gender roles. Kaufman (2000) stated,

"The feminist movement encouraged women's liberation from restrictive roles by rejecting motherhood's centrality" (p. 129). Twenge (1997) noted that the feminist movement might have affected women more than men. On the other hand, a survey conducted by Mason et al. (1976) showed little evidence to support that the changes in women's gender role attitudes were caused by the women's movement and its rise.

Family composition and dynamics. Relations within the family also played a role in the 1960's and 1970's in changing how women are viewed and the views of women in today's society. Since the 1970's more children have grown up with working mothers. Studies have shown that children of working mothers manifest more liberal attitudes toward women than children who grew up with non-working mothers. The same can be said for children who grew up in single parent homes. Research has shown that those children tend to have more liberal attitudes towards women as well. In addition, the experience of divorce can be a factor that shaped attitudes towards gender roles (Brooks & Bolzendahl, 2004).

Twenge (1997) stated, "[The] recent samples' more liberal attitudes may be partially explained by the family environments they experienced as children" (p.44). This is related to Cohort Replacement Theory which "...predicts that opinion trends are a product of the ongoing replacement of older by younger birth cohorts, which differ systematically in their childhood experiences and subsequent attitudes, including their exposure to historically specific patterns of parental values" (Brooks & Bolzendahl, 2004, p. 110). In other words, Cohort Replacement Theory assumes that the attitudes

children adopt during their childhood persist over time, therefore, shaping their preferences and beliefs later in life.

In addition, during this time of change, women viewed maternal employment as less harmful to children's well-being. Mason et al. (1976) noted in their study a sharp decline in the belief that employment of mothers was harmful to the well-being of children. Therefore, this led to less support for the traditional role of the male as the breadwinner and the female as the homemaker.

Higher education for women. Many studies have linked education to more egalitarian and liberal views (Bolzendahl & Myers, 2004; Cunningham, 2008a). Cunningham (2008a) noted that education also increases political tolerance and more liberal attitudes towards sexuality. In his study, Cunningham (2008a) stated, "Education leads individuals to form more thoroughly developed views about the world" (p. 303). The results confirmed that women with higher levels of education are less supportive of traditional gender roles and are usually the first to adopt new attitudes, which then spread to individuals with less education. In addition, women with higher education are also more likely to "…desire careers and have more to gain by eliminating discrimination such as the glass-ceiling effect" (Bolzendahl & Myers, 2004, p.766)

Women's employment. The employment of women has been linked as a main factor in contributing to the changes of individuals' attitudes towards women in gender roles (Klein, 1984, Bolzendahl & Myers, 2004; Cunningham, 2008a). Rising wages in the 1960's after WWII drew women to the workforce (Mason et al., 1976). "Because paid work increases women's access to earnings and occupation-based networks, it may

enhance the receptivity of female labor force participants to liberal ideas about gender" (Brooks & Bolzendahl, 2004, p. 111). According to Bolzendahl and Myers (2004) per Klein (1984), women's employment can create more feminist attitudes because it provides a means of economic competition with men, reveals discrimination in the household, and increases opportunities for personal stability through financial independence.

Today, three-fourths of Americans support the switch in gender roles. The majority of Americans believe women should not return to their previous roles in society. They "support the notion that women have a place in the workforce and should continue forwards" (Carnes & Radojevich-Kelley, 2011, p. 72). The feminist movement, family composition and dynamics, higher education, and employment of women have all contributed to this shift of gender roles and the changes in attitudes towards women, as well as the attitudes of women, which have taken a more egalitarian and liberal view.

Historical Women Who Influenced the Leisure and Human Services Fields

Many women have contributed to and influenced the leisure and human services fields. These women laid the foundation for the women who came after them to build upon, and it was because of these women and others like them that a shift occurred in gender roles and the way society viewed women. This is especially the case in the leisure and human service fields where women played such an important role in the development of the movement as pioneers, trailblazers, and role models for other women. As Stivers (2000) noted, "…gender is an important element in the story of how public administration came to define itself…decisions early in the twentieth century about what

public administration might be and how one should study or practice it put in place conceptual boundaries and set in motion intellectual dynamics that persist in the field to this day" (p. 3). It is important to acknowledge and understand the role these women played in the past, as they were at the forefront for social welfare policy advocacy, and how it shaped our public agencies and organizations today (Stivers, 2000).

This paper profiles six women in the leisure and human services fields who fought for social justice and were some of the first in their fields to open the door towards social equality and diversity in the workplace. These women include: Jane Addams, Ellen Gates Starr, Juliette Gordon Low, Fran Mainella, Kathryn Kreig, and Charlotte Gulick. This section of the literature review will profile the background of these individuals, especially their significant professional contributions to leisure and human services.

Jane Addams

Known as "Saint Jane" and "Angel of Halstead Street," Jane Addams was a pioneer in the human services profession (Dieser et al., 2004). Her father, John Addams, instilled the value of philanthropy, caring for members of her community, and education at an early age (Bridgers, Sanders, & Hartsoe, 2009). In 1889, Jane Addams, along with her partner, Ellen Gates Starr, were the first to start a social settlement home in Chicago providing social services targeted towards the underprivileged and urban poor. The settlement house is famously known as the Hull House (Sklar, 1985; Bridgers et al., 2009).

The Hull House was home to many "firsts" for Chicago and the United States. The Hull House was credited with the first playground in Chicago, for which Addams

served as vice-president of the Playground Association of America; the first social settlement home for both men and women in the United States; the first public swimming pool in Chicago; and the first public gymnasium in Chicago, among many others (Dieser et al., 2004).

Jane Addams' public service was not limited to the United States, but applied internationally as well. Because of her efforts in organizing the Women's Peace Party and other organizations, Addams received the Nobel Peace Prize in 1931, becoming the first American woman to receive the honor (Dieser et al., 2004). Through passion, actions, and writings, Addams became one of the most influential advocates for social issues of her time (Bridgers et al., 2009).

Ellen Gates Starr

Co-founder of the Hull House, Ellen Gates Starr also fought against the injustices she saw in the urban society in Chicago where she and Jane Addams lived. While Jane Addams was the driving force and leader of the Hull House, Ellen Gates Starr focused on attracting financial support for the endeavor. She had many contacts in society through her previous experience as a teacher at Miss Kirland's School for Girls (Ritzenthaler, 2007).

Ellen Gates Starr attempted to bring purpose and meaning into the lives of those at the Hull House by connecting them with art and literature. She believed art to be uplifting and organized art and cultural programs at the Hull House. Starr established reading parties and art exhibits, which evolved into educational programs. In addition, Starr established an art lending program and served as the founding president (Bosch,

2001). It is known today as the Chicago Public School Art Society. Starr also learned the art of bookbinding in London in 1897 and brought her knowledge to the United States and the Hull House, where she was regarded as a contemporary leader in this art (Ritzenthaler, 2007).

Seeing the disconnect between industrialism and craftsmanship, Starr was also involved with Chicago's labor struggles. She opposed child labor conditions, joined the Women's Trade Union League (1903), and fought to bring back craftsmanship to laborers (Bosch, 2001; Commire & Klezmer, 2007). Starr devoted her life to helping those around her find meaning in their lives and work and to achieving social change so that workers were able to find the time for and the beauty of art (Ritzenthaler, 2007). Through the hard work, dedication, and passion of Jane Addams and Ellen Gates Starr, their legacy remains seen today at the Hull House in Chicago.

Juliette Gordon Low

Founder of Girl Guides in Great Britain and Scotland (1910), which spread to North America and became known as The Girl Scouts (1912), Juliette Gordon Low was a social reformer of her time (Commire & Klezmer, 2007). She founded the organization to promote young girls' independence, self-sufficiency, and patriotism in their communities and to "cultivate character and intelligence, skill and technical knowledge, physical health and development, and service to others" (Cordery, 2012, p.206). Once The Girls Scouts grew in America, she turned to international ventures, spreading The Girl Scouts to other countries (Sims & Keena, 2010).

Juliette Gordon Low's accomplishments were great, and in 1979, she was inducted into the Women's Hall of Fame in Seneca Falls (New York). In addition, President Ronald Reagan named a federal building after her, which was the second federal building to be named for a woman (Commire & Klezmer, 2007). She devoted her life to The Girl Scouts, and over a century later, The Girl Scouts still plays a role in the lives of millions of girls in America and around the world (Sims & Keena, 2010).

Fran Mainella

A contemporary trailblazer in the field of leisure, Fran Mainella, was appointed in 2001 by the Bush Administration to the position of the 16th director of the National Park Service (NPS) and was the first woman to ever hold that position (Parks & Recreation, 2006). During her time as NPS, she focused on preservation of natural and cultural resources, outreach programs, partnerships, and volunteerism (Connecting America Through Parks, 2004). The National Parks Conservation Association praised her for being a "passionate, enthusiastic advocate for our parks" (Jalonick, 2006).

Involved in parks and park management for over 30 years, Mainella also served as executive director of the Florida Recreation and Park Association from 1983 to 1989 (Santaniello, 2001). During this time, Florida's park system was recognized as the best state park system in the nation and was awarded the State Parks Gold Medal by the National Sporting Goods Association (Daerr, 2001; Santaniello, 2001).

In addition, Mainella served as president of the National Recreation and Park Association (NRPA) and the National Association of State Park Directors. In the words of Fran Mainella, "...national parks are the soul of America and a gift to the world"

(Parks and Recreation, 2006, p. 72). She has received many honors including the American Academy of Park and Recreation Administration's Pugsley Medal, Distinguished Service Award, and Woman of Distinction Award (Marquis Who's Who, n.d.).

Kathryn Krieg

Inducted into the NRPA Hall of Fame in 2005, Kathryn Krieg has had a renowned career in the Parks and Recreation Department in Des Moines, IA, for over 40 years. Krieg's work focused on the human needs in her community, and she recognized the importance of collaborating and creating alliances with partners from both public and private organizations and agencies (Bridgers et al., 2009).

Kathryn Krieg's accomplishments were numerous during her 46-year career in recreation and her role as director of recreation. Some of her accomplishments include being one of the first in the country to create programs for children's playgrounds, organize trainings for thousands of volunteers, operate the second largest pool in the world at the time, and start the tradition of "tricks for eats" (known today as "trick or treat") on Halloween night as a way to reduce the youth crime rate. She is also credited with the formation of the Des Moines Parks and Recreation Department, the leading model in Iowa for all parks and recreation departments (Bridgers et al., 2009; Krieg Inducted Into NRPA Hall of Fame, 2006; Challender, 2000).

Charlotte Gulick

Co-founder of the youth movement in 1910 called Camp Fire Girls, Charlotte Gulick was another leader of social reform. Camp Fire Girls was an organization,

comparable at the time to the Boy Scouts for young boys, aimed at teaching girls the beauty and natural work of women in the home. This was done through teaching the spirit of the outdoors and outdoor activities. Camp Fire Girls were "prepared to be healthy, alert, useful and cultured modern women," (McCallum, 2005, p. 66). Within five years, Camp Fire Girls gained more than 94,000 members.

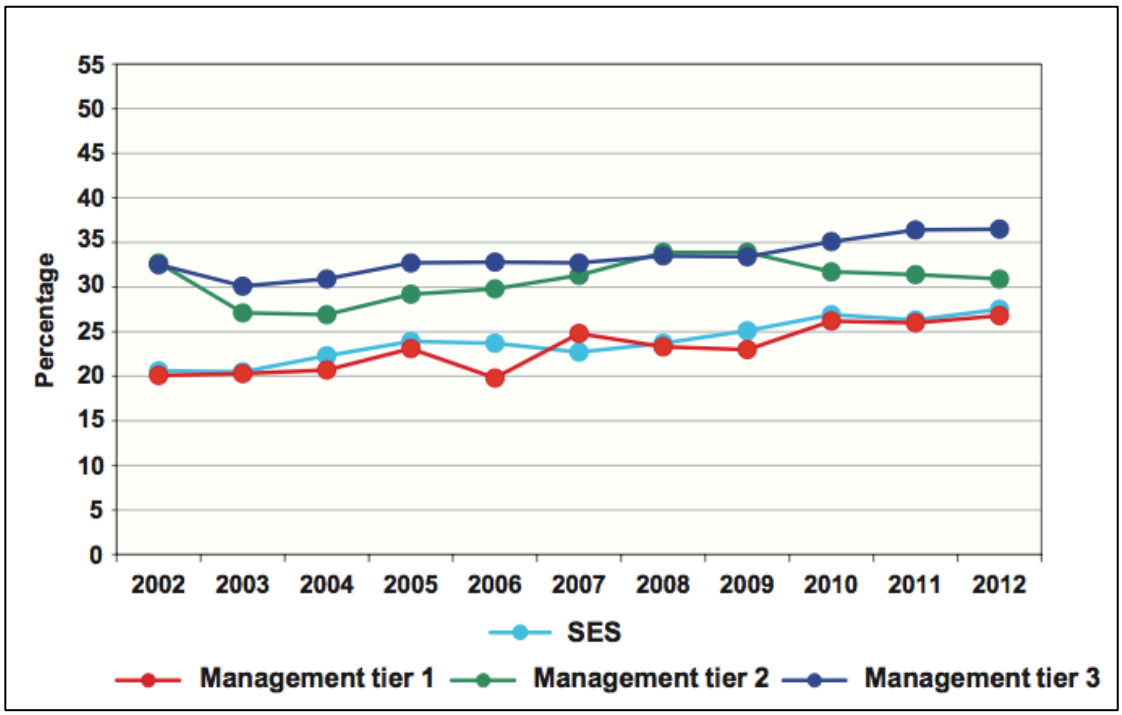
The organization has endured today, and is now a nonprofit educational club called Camp Fire where both boys and girls can participate. They carry on the mission of "cultivating community building, supporting academic readiness, and embracing diversity" by "guiding young people on their journey to self-discovery" (Camp Fire, 2016, para.1).

In addition to the Camp Fire Girls, Charlotte Gulick, along with her husband Luther Gulick, founded a summer camp in Maine for girls called Luther Gulick Camp. She established *Wohelo*, the first Camp Fire Girls magazine, and served as the first president of Directors of Girls' Camps (Commire & Klezmer, 2007).

Women in Management in Nonprofit and Public Sectors

As previously stated, women make up nearly 50% of the workforce; however, women are not as equally represented in senior-level management across both the nonprofit sector and the public sector. Figure 1 represents women in all levels of management in the public sector between 2002 and 2012. In 2012, women in the public sector comprised 27% of the CEO positions, compared to their representation of 68.3% of the public sector employees (Public Sector Commission, 2014b).

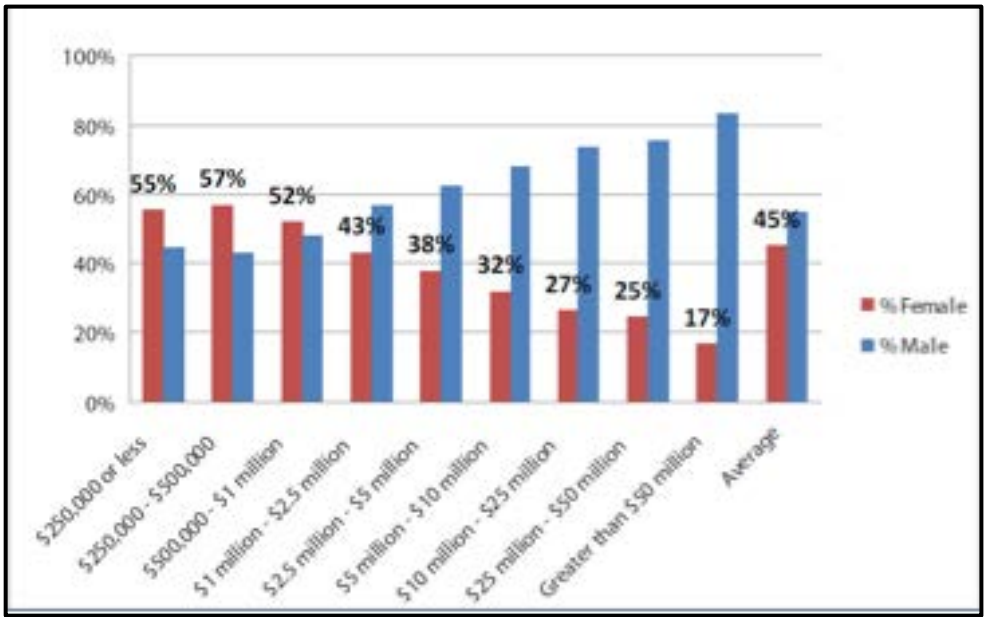
Figure 1. Public Sector Agencies and Authorities: Women in Management Tiers and Senior Executive Service



Note: From *Workforce Diversity—Women*, Public Sector Commission, 2014.

As in the public sector, women in the nonprofit sector are also not equally represented in senior-level management positions compared to their representation of 68-77% of the nonprofit sector employees (Nozawa, 2009; Pynes, 2000; Gibelman, 2000). Multiple studies have shown that the gender gap in top management positions within the nonprofit sector is more prominent in larger nonprofit organizations. Pynes (2000) and The White House Project (2009b) both found that women were more likely to be in senior-level managerial positions in smaller organizations. Figure 2 illustrates the gender gap in leadership from The White House Project's report on women's leadership.

Figure 2. Percent of Nonprofit CEOs by Gender and Budget Size: 2006



Note: From *The White House Project: Benchmarking Women's Leadership*, The White House Project, 2009.

The figure shows that organizations with budgets of $1,000,000 or less have more women than men as leaders. Rising from $1,000,000 and up, the gender gap gets wider and wider (The White House Project, 2009a). Similar results can be found among other studies including Nozawa, 2009, Hrywna, 2006, and Lipman, 2006.

Guidestar, an organization that collects and presents information about nonprofits, presented similar data in 2004. However, their findings were not on women in management positions, but on women in general working for nonprofit organizations. They found that more women worked in organizations with budgets of $1,000,000 or less. In addition, of the 45,740 women in the study, only 13.7% worked in organizations with budgets of $10 million or larger (as cited in Branson et al., 2013). These studies show that the gender gap is more prominent in larger nonprofit organizations.

Barriers to Advancement of Women

Women lack advancement into senior-level management in all sectors for many reasons. The term "glass ceiling," coined by *The Wall Street Journal* (*The Economist*, 2005a), "refers to transparent but real barriers, based on discriminatory attitudes or organizational bias, that impede or prevent qualified individuals, including (but not limited to) women, racial and ethnic minorities, and disabled persons, from advancing into management positions" (Gibelman, 2000, p. 251). As part of the Civil Rights Act of 1991, Title II addressed the need to remove these transparent barriers causing women and minorities from advancing to senior-level management positions (Equal Employment Opportunity Commission, n.d.).

This created the Glass Ceiling Commission whose mission was "to conduct a study and prepare recommendations on 'eliminating artificial barriers to the advancement of women and minorities' to 'management and decision-making positions in business" (Federal Glass Ceiling Commission, 1995, p. iii). The report concluded, "a glass ceiling exists and that it operates substantially to exclude minorities and women from the top levels of management" (Federal Glass Ceiling Commission, 1995, p.7).

Discrimination can take many forms, and it has been suggested that the glass ceiling still exists. However, changing perceptions have altered this view of past discriminatory practices. McEldowney, Bobrowski, and Gramberg (2009) suggested that women view discrimination in the workplace as a challenge to overcome, rather than as a barrier to gaining top management positions. Women continue to aspire to climb the ladder to senior-level management, and many organizations today are looking for

transformational leaders with traits such as the ability to nurture and care for others. Such traits are more closely aligned with women leaders than men (McEldowney et al., 2009). Some forms of discrimination impacting women include: (a) stereotyping, (b) leadership styles and traits of women, (c) leadership ambition gap, and (d) gender time gap.

Stereotyping

Before a woman enters the workforce, stereotypes are often established. From the moment of birth, girls are treated differently than boys. For example, some believe that girls need more help than boys, so mothers tend to spend more time and comfort with girls, while boys spend more time playing by themselves. Sandberg (2013) stated, "The gender stereotypes introduced in childhood are reinforced throughout our lives and become self-fulfilling prophecies" (p. 22).

Stereotyping is a major issue for women in all sectors. According to the findings of the Federal Glass Ceiling Commission (1995), one major cause that keeps women from advancing to senior-level management is the stereotype that women are unsuited for the position. In a study by *Catalyst* (2007), one of the main sources for studies on women in corporate positions, women stated that stereotyping was a barrier to advancement in the workplace and that women leaders tend to be evaluated more harshly at characteristics that are stereotypically male. Skelly and Johnson (2011) stated that societies have expectations of individuals to conform to different roles which include, but are not limited to, gender, race, economic standing, etc. This is known as the social role theory. Because of these roles within society, managers expect leaders to show masculinity and have "strong technical and relational skills" (Skelly & Johnson, 2011, p.

60). When a woman exhibits these traits and power, she is often labeled as bossy (Sandberg, 2013).

Furthermore, past research has shown that women are less likely to be perceived as possessing these male traits and qualities (Skelly & Johnson, 2011). This often creates false perceptions that women cannot perform the job as well as men (Branson et al., 2013). “Women have to prove that they can lead over and over again, and have to manage stereotypical expectations constantly” (Branson et al., 2013, p. 18).

Adding to the issue of stereotyping, is the issue of “stereotype threat” which is defined as “a psychological predicament in which individuals are inhibited from performing to their potential by the recognition that possible failure could confirm a negative stereotype that applies to their in-group and, by extension, to themselves” (Schmader, 2002, p. 194). In other words, when members of a group are reminded of a negative stereotype, they are more likely to perform based on that stereotype. Schmader's study (2002) used the stereotype that men are better at math than women. When linking gender identity to performance on a math test, it proved that women did worse than the men who also took the test. “Stereotype threat” discourages girls and women from entering fields that are predominately male (i.e. engineering, computer science, mathematics, etc.) and through stereotypical traits of leaders being male, discourages women from believing they can achieve managerial leadership positions. “Most leadership positions are held by men, so women don’t expect to achieve them, and that becomes one of the reasons they don’t” (Sandberg, 2013, p. 22).

Leadership Styles and Traits of Women

Even though women are not represented equally in senior-level management, it does not mean that women do not have the capabilities of being as successful leaders as their male counterparts. Studies have shown that women have different management styles and are more likely to use an interactive style of management, which enables coaching, development, and communication to be more effective (Buckalew et al., 2012). The results of one study (Vieito, 2012) indicated that "companies managed by a female CEO perform better than companies managed by males in large, medium, and small sized companies" (p. 61). However, being a woman in power does not come without its costs. Women can often pay a "social penalty" for exhibiting traits such as being ambitious and powerful, while men are often applauded for the same traits (Sandberg, 2013).

The number of women pursuing advanced degrees in higher education currently outweighs that of men. This may result in a shift of leadership styles and traits available to organizations seeking leaders for higher-level management positions. Because of this, women may be on the rise to occupy senior-level management opportunities (McEldowney et al., 2009).

Women and the Leadership Ambition Gap

Themudo (2009) stated that perhaps the reason women are not as equally represented in senior-level management as men may be the result of low women empowerment. *The Economist* (2005b) provided information about a 2002 survey of the top executives in American multinational companies. It found women to be less ambitious than men for the very top positions with 19% of men and only 9% of women

aspiring to be CEOs of companies (*The Economist*, 2005b). Sandberg (2013) addressed the leadership ambition gap through several surveys, including a 2012 McKinsey survey, which found that in leading companies 36% of men aspired to reach top management positions, while 18% of women had the same ambition.

However, many studies prove that women have equal ambition to rise professionally in their fields. A survey of women's attitudes toward leadership found, "Contrary to conventional wisdom asserting that women are often ambivalent about power, 80% of the 421 women respondents to our 2004 survey on power indicated that they were comfortable with power, respected it, and liked what they could accomplish with it (Center for Gender in Organizations, 2005, p. 2). Sandberg (2013) stated that even though this is an improvement, a leadership ambition gap still remains.

Gender Time Gap

The phrase, "There aren't enough hours in a day," has become a common topic in modern conversation and is especially true for women who juggle work, family, and leisure. Time is a valuable resource, especially in America's fast-paced lifestyle. Distribution of time, including leisure, market labor, and housework, is often debated. The activities and ways in which men and women divide their time between paid work (market labor) and unpaid work (family care and household labor) can vary. In the past, women have completed the majority of household labor among families (Bianchi, Milkie, Sayer, & Robinson, 2000).

Today, the same is true, however, a shift has occurred in the amount and proportion of household labor performed as well as in gender-differentiated roles

(Cunningham, 2008b). This is partially due to the rise of women in the workforce and the rise in number of dual-earning families, which has led to the increased attention of trends in gender differentiation in unpaid housework (Bianchi et al., 2000).

Division of labor. As women have become more educated and joined the workforce, they hold more egalitarian gender role attitudes leading to less household work. Trends have also shown that better-educated men do more household labor than in the past. “A large number of longitudinal studies...find that women’s gender egalitarianism is positively related to their subsequent participation in the labor market” (Cunningham, 2008b, p. 255). This has led to a more equal division of household labor (Shelton & John, 1996).

According to Shelton and John (1996), the definition and measurement of household labor varies from study to study. However, they define housework as “unpaid work done to maintain family members and/or a home” (p. 300). A study by Bianchi et al. (2000) showed that housework has declined since the 1960’s due to easy access to goods, such as take-out meals, and also a decline in the American standards of housework. Women are completing a little more than half of the hours of housework that was previously done in the 1960’s (Bianchi et al., 2000). Current research also suggests that the total workload (paid and unpaid) of both men and women in dual-earning families is similar at approximately 64 hours per week. However, despite the decrease in the average amount of housework, the increase of women in the workforce, the increase in number of dual-earning families, and gender similarities in total workloads per week,

women still bear the majority of family care and housework responsibilities (Offer & Schneider, 2011).

Women's employment and women's education have shown to be negatively correlated with household labor (Bianchi et al., 2000). Women are still performing the traditionally feminine household labor. Offer and Schneider (2011) stated, "…mothers tend to be more involved than fathers in routine, labor-intensive and rigidly scheduled chores such as cooking and cleaning and spend more time doing mental labor, including planning, scheduling, coordinating, and managing events and activities for their families" (p. 810).

It has been suggested that women suffer from time poverty, meaning women have added a "second shift of paid employment to their existing responsibilities for housework and child care," greatly reducing their available time for other activities such as leisure activities and family time (Bittman & Wajcman, 2000, p. 166). In addition, it has also been debated that those in households where both partners are in higher-level positions, experience the longest hours of work and the most time poverty. This is due to individuals in top management positions working some of the longest work weeks as work hours in general have increased through blurred boundaries between work and home with modern technologies and electronic communication devices (Warren, 2003; Offer & Schneider, 2011).

Theoretical perspectives on gender division of household labor. Numerous reasons exist for the division of household labor, and these reasons differ among researchers. Some of these factors may be marital status, race and ethnicity, and

perceptions of housework. However, three of the most commonly found among the literature are: (a) the time availability perspective, (b) the relative resources perspective, and (c) the gender perspective (Bianchi et al., 2000).

The time availability perspective suggests that division of housework duties is divided based upon the availability of household residents and the amount of housework needed to be done. The next perspective, relative resources, is based on power and what each spouse brings to the table. In other words, the amount of resources brought to the table determines the amount of household labor that each partner completes. Last, the gender perspective argues that housework is a symbolic representation of gender relations, emphasizing that "housework does not have a neutral meaning but rather its performance by women and men helps define and express gender relations within households. The roles of wife and mother are intimately tied to expectations for doing housework (regardless of other pressures) and displayed through outcomes such as a clean house" (Bianchi et al., 2000, p. 194).

The Glass Ceiling Commission's research found that glass ceilings do exist in organizations in all sectors. Stereotyping, leadership styles of women, the leadership ambition gap, and the gender time gap are just some of the factors that arise when referring to the glass ceiling and are holding women back from reaching senior-level management positions. These barriers can influence the decisions women make in their professional careers, as well as other factors.

Influences of Women's Career Development

In the past 20 years, research has undergone a shift of focus from why women work to the role a woman's career plays in her life. Many factors may influence a woman's career development. Traditionally, research has focused on influences such as marital status, ethnicity, and socioeconomic status on the career development of women (Gibbons, Woodside, Hannon, Sweeney, & Davison, 2011). In addition, influencing factors can also be personal perspectives, family, education, and organizational factors.

Personal Perspectives

One's own personal thoughts and feelings have been shown to negatively impact an individual's career trajectory. Feelings involving lack of skills or abilities can lead to self-doubt (Sandberg, 2013). This is called the impostor phenomenon (IP), which was originally identified by Clance and Imes in 1978. Individuals with IP attribute their accomplishments to external factors or temporary internal qualities such as luck, chance, or effort rather than viewing their accomplishments as a result of their own ability and competence (Clance & Imes, 1978). "Women attribute their success to external factors, acknowledging she 'had help from others' or that she 'worked really hard'" (Sandberg, 2013, p. 30). Women who have IP believe they are not intelligent and that they have fooled those around them who believe in their intelligence (Clance & Imes, 1978).

IP is more commonly seen in females than males. It has been seen and studied in a variety of populations including high school students, college students, and employed professionals (Gibson-Beverly & Schwartz, 2008). According to Sandberg (2013), women constantly underestimate themselves, judging their performances harder than men

judge themselves and their own performances. “When a woman fails, she is more likely to believe it is due to an inherent lack of ability” (Sandberg, 2013, p. 30).

Family

Family can impact an individual’s career development throughout his/her lifetime. Herr, Cramer, and Niles (2004) have indicated that most individuals seek career advice from friends or relatives.

Parents and siblings. The impact family members can have on the career development of an individual can start at a very early age. In an analysis of previous research by Whiston and Keller (2004), research showed that parents had the most influence on career development of their children during early elementary years through their occupations as well as their expectation of occupations for their children.

Research has also shown that parents often assist their children in career planning during adolescence. Whiston and Keller (2004) define career orientation as, “the degree to which individuals plan to pursue career-related goals and/or family-related goals” (p. 531). Studies of adolescent girls have found that “career orientation of adolescent females is influenced by a complex interplay of their abilities, agentic characteristics, gender role attitudes, and relationship with their mothers” (Whiston & Keller, 2004, p. 532).

Family influence also extends into college years and adulthood. Emotional support, encouragement, and warmth by parents enhance students’ career development and career commitment (Whiston & Keller, 2004). In contrast, family influence can lead to intimidation and anxiety (i.e. pressure of feeling like they must meet their parents’ expectations), which was linked to problems in career decision-making (Larson &

Wilson, 1998; Workman, 2015).

In addition, sibling support can also be influential during this time in an individual's life. In a study by Schultheiss, Palma, Predragovich, and Glasscock (2002), students indicated that older siblings had the most influence on their career development as role models that can impact an individual in positive or negative ways. For women, high levels of career decidedness were correlated with less friction among siblings (Graef, Wells, Hyland, & Muchinksy, 1985).

Starting a family. Family is often a different influencing factor for women than men due to society's traditional expectations of women when it comes to family and work. Many women are concerned with balancing the demands of both work and family (Henderson & Bialeschki, 1995).

"One of the stressors that creates a lack of balance in women's lives is having unrealistic expectations about being a 'superwoman'" (Henderson & Bialeschki, 1995, p. 29). Bowles (2012) stated that these social values and norms placed on women who have a dual role in the workforce and family are draining in both physical and psychological ways. In contrast, Henderson and Bialeschki (1984) found that 97% of women surveyed in the leisure field believed that the amount of time spent on the job and at home with the family depended on the woman's wants and desires, rather than on their gender and what society deems as appropriate.

Women may also be concerned with how society perceives them if they are single and employed. Stereotypes of lesbianism can be generated for women who have not committed to marriage. In addition, stereotypes for single women in the workforce can

also suggest that once women marry, they will leave their jobs for their families (Larwood, Szwajkowski, & Rose, 1988).

Education and Educators

Education in the past has played a critical role in the emergence of women in the workforce and created more egalitarian and liberal views of women. According to Cunningham, Beutel, Barber, and Thornton (2005), schooling has increasingly become important to be successful in the workforce and in other life course experiences. Many studies have shown that education leads to less support for the traditional male breadwinner and female homemaker model (Cunningham et al., 2005; Fan & Marini, (2000). "The cultural context of schooling may expose students to a set of explicit or implicit ideas supporting autonomy, merit-based achievement, and the desirability of similar roles for women and men" (Cunningham et al., 2005, p. 866).

Professors and teachers can play an important role in the career development of individuals as well. By recognizing the talents of students, teachers may encourage a particular area of study. In a study of women's career influences, Gates (2002) found that teachers and professors were most influential for women who chose traditional career paths and were less influential for women choosing non-traditional subjects.

Organizational Factors

Organizational factors can either negatively or positively influence a woman's career development. This type of factor can be thought of as one that occurs as a result of one's membership in an organization. Organizational factors can include mentoring relationships, job dissatisfaction, and women not supporting women.

Mentoring relationships. A positive organizational influence in the career development of women is the relationship between mentors and mentees. Noe (1988) defines a mentor as “an experienced, productive manager who relates well to a less-experienced employee and facilitates his or her personal development for the benefit of the individual as well as that of the organization” (p. 65).

Mentorships can be formal or informal. They are found in both the public sector as well as the private sector. Many organizations assign mentors and have mentorship programs in place. Research has also shown that role models and mentoring relationships directly relates to the aspirations of women. Having a female leader in the company/organization talk to other females about their goals and aspirations empowers women (Wojcik, 2014). Mentor relationships can also help in the career advancement of the mentee through nominations for higher positions (Noe, 1988). On the contrary, Bowles (2012) stated that due to weaker connections with people in higher positions, these mentorships have not created opportunities to open doors for women to advance to higher levels within organizations.

Job dissatisfaction. A negative factor that can influence the choices a woman makes in her career development is job dissatisfaction. According to Schwartz (1989) women in top management positions were two and a half times more likely to leave their jobs due to dissatisfaction with their future career prospects, rather than with the family/work demands. The Harvard Business School (HBS) reported similar findings in a survey of more than 25,000 HBS graduates, stating that women are less satisfied with their careers. Of the categories surveyed, meaningful work, professional

accomplishments, opportunities for career growth, and compatibility of work and personal life, women were 40-50% satisfied compared to their male counterparts who were 50-60% satisfied (Ely, Stone, & Ammerman, 2014).

In addition, a study of women in leisure by Henderson and Bialeschki (1995), found that opportunities for women in advancement, salary expectations, and influence within the organization were low, which could ultimately lead to job dissatisfaction. In the same survey, women were asked if they ever thought about leaving their current jobs. Over one-third of the women said they would leave their jobs if they could (Henderson & Bialeschki, 1995).

Women not supporting women. Another organizational influence that can have a negative effect on women's career development is women not supporting other women in the workplace. Too many times, women in organizations do not encourage and support other women who aspire to "ascend the ladder" because those women are viewed by other women as competition. "Ambition fueled hostility, and women wound up being ignored, undermined, and in some cases even sabotaged by other women" (Sandberg, 2013, p.163).

This can be correlated with Crabs in the Barrel Syndrome (CBS) and the Queen Bee Syndrome (QBS). CBS is a metaphor used to describe the behaviors of individuals who keep others from advancing and hold them back despite expectations for collaboration (Miller, 2014). The QBS refers to women in leadership roles who use their position to keep other females down (Sandberg, 2013). However, studies have shown a change in this phenomenon indicating that women do help each other in the workplace.

Catalyst (2012) reported, "Not only did we find that women high potentials are actively developing others, we found that, compared to men, they were *more likely* to be developing women" (Dinolfo, Silva, & Carter, 2012, p. 1).

Elements such as personal thoughts, family, education, and organizational factors can influence a woman's career trajectory in both positive and negative ways. Negative thoughts and feelings can lead to the imposter phenomenon and self-doubt. Family and education can play a large role in influencing the career development of children starting at a young age and even through college. Organizational factors such as mentoring relationships create positive influences for women's career development, whereas job dissatisfaction and women not supporting women can negatively influence the career paths of women. These factors play a critical part in the professional career decisions women make in regards to their career trajectories.

Solutions to Diversifying Senior Management

In order for women to climb the ladder to senior-level management, corporations and organizations should make accommodations. Some changes that can be enacted to help diversify senior management and allow more women access to managerial leadership positions include adding more women on executive boards, creating more flexible work hours, and creating mentorship programs within the organization.

Women on Executive Boards

One example is to have more female members on executive boards. Not only are women underrepresented in senior-level management, but they are also underrepresented on executive boards (Pynes, 2000). A study conducted by Loeser and Falon (1978)

surveyed 100 nonprofits in the Boston area. Of the 100 nonprofits, only 23% of the board members were female. Another study by Bradshaw, Murray, and Wolpin (1996) showed a correlation between companies having female CEOs and higher percentages of women on executive boards.

Nowadays, the public, media, and organization donors are holding nonprofits more accountable. Therefore, organizations should consider adding more women to their boards and in decision-making positions so that they are more responsive to stakeholders and the public (Pynes, 2000). According to *The Economist* (2005b, para. 2):

> Research from America, Britain and Scandinavia supports their view [the view that more women should be on boards], showing a strong correlation between shareholder returns and the proportion of women in the higher executive echelons. While this does not establish a causal relationship, it does suggest that a corporate culture which fosters women's careers can also foster profitability.

Norway is one country leading the world in number of women on executive boards. In 2003, the Norwegian Quota Law was passed that required all public company boards to be comprised of at least 40% women. Norway was the first country to impose a gender quota. In the beginning it caused an uproar because companies that did not comply were shut down. This law worked, and companies complied (Solsvik & Fouche, 2013).

With this new stipulation, companies had to seek out women for their boards, which brought about multiple effects. It created a professional process and made their boards more global. Other countries have started to follow suit as well to break the glass ceiling barriers and help women advance to senior-level management and decision-

making positions. Some of these countries include France, Italy, the Netherlands, and Belgium (Solsvik & Fouche, 2013).

Flexible Work Hours

Providing women with more flexible working hours can also help women in reaching senior-level management. According to *The Economist* (2005a), women with master's degrees are dropping out of the workforce or only working part-time. One out of three women holding master's degrees will drop out. In a male comparison, one out of 20 will drop out. These dropout rates could be linked to the Opt-Out Theory. Some women feel they cannot balance the demands of work with their family duties. If women had the option of more flexible working hours, they may be less likely to opt-out (Carnes & Radojevich-Kelley, 2011). In a study by Henderson and Bialeschki (1995), women in the leisure field felt the lowest opportunity they had in their job was for flexible work hours.

Mentor Programs

As stated previously, mentor programs can empower women and can help in the advancement of women to senior-level positions. Many researchers have reported that mentoring relationships are critical factors in facilitating career decisions and the empowerment of women in advancing to higher positions (Dahlvig & Longman, 2010; Noe, 1988; Wojcik, 2014). In a 1980 survey of 2,000 female managers, research showed a lack of female mentors in higher management to offer support and guidance to those women striving to reach the top (Warihay, 1980). Thirty-five years later, this is still a factor in workplace diversity. Dahlvig and Longman (2010) stated, "Either formal or

informal mentoring programs can be significant in building confidence and skills in the next generation of leadership" (p. 255).

It is not a new fact that women are not represented equally in senior-level management positions. However, steps can be taken to help women reach these positions. Adding more women on executive boards of companies and organizations, providing more flexible work hours, and creating mentorship programs can help women push through barriers, juggle family life and professional careers, and feel more confident and comfortable when taking steps toward senior-level management positions.

Summary

Lighting the way for women today, pioneers like Jane Addams, Ellen Gates Starr, Juliette Gordon Low, Fran Mainella, Kathryn Kreig, and Charlotte Gulick, have helped women make gallant strides in the past 50 years. Taking necessary steps towards equality ultimately led to changes in attitudes of women and towards women and a change in gender roles for women from childbearing to leading in the workforce with an equal share in providing for their family. Women now make up half of the workforce and are accepted in all sectors today. However, inequality still exists through transparent barriers that keep women from advancing to senior-level management and decision-making positions.

Personal thoughts, family, education, and organizational factors are elements that can positively or negatively influence the career trajectories of women in addition to the more traditionally-focused elements such as marital status, ethnicity, and socioeconomic

status. Measures should and are being taken by organizations and corporations to help break the glass ceiling barriers and help women advance to senior-level management.

In addition, a need still exists for qualitative inquiry to have a better understanding of how women have achieved senior-level management positions in the leisure and human services fields. Their stories will help empower women who are currently in the field or considering careers in leisure and human services and help illuminate the pathway for other women to follow.

CHAPTER III

METHODOLOGY

The purpose of this study is to explore the career trajectories of women in managerial leadership positions within both nonprofit organizations and government agencies. Further, themes discovered between nonprofit and government will be identified, analyzed, and reported. This chapter presents the study methodology. The first section discusses the qualitative approach to the research. Section two presents ethical concerns to consider when conducting qualitative research. The third section discusses the participants who were researched and the selection process. The fourth section includes information about the procedures used to carry out the research. The last section provides information on how the data was analyzed.

Qualitative Approach to Research

The qualitative approach to research "provides a means for exploring and understanding the meaning of individuals or groups ascribe to a social or human problem" (Creswell, 2014, p. 246). As Denzin and Lincoln (2011) noted, qualitative research involves an "interpretive, naturalistic approach to the world" (p.3). This can be contrasted with quantitative research, which is more positivistic, logical and rational, and viewed as "a means for testing objective theories by examining the relationship among variables" (p. 247).

This study adopted the case study research design, which "studies an issue explored through one or more cases within a bounded system (i.e., a setting or a context)" (Creswell, Hanson, Plano Clark, & Morales, 2007, p. 245). Further, Creswell et al. (2007)

stated the main focus of case study research is not on the individual's story, but rather on the issue for which the individual's case helps to better understand the issue. In this study, four case studies were collected and examined to provide in-depth perspectives on women in managerial leadership positions in nonprofit organizations and government agencies delivering leisure and/or human services.

Qualitative research follows a different path wherein findings are reported in a flexible written structure. In qualitative inquiry, the process of research emerges from questions and procedures that come from the participant setting. Information is analyzed inductively in order to build general themes and interpretations (Dieser et al., in press). The final report may include a semi-structure or methods so that the study may be replicated. This approach to research provides opportunities to greater understanding of human behavior, in this case, the career trajectories of women in nonprofit organizations and government agencies, by employing a qualitative research methodology, more specifically, a thematic approach.

Ethical Considerations

Researchers can face ethical issues in both the field and in analyzing and reporting collected data (Creswell, 2013). According to Ford (2010), several ethical considerations must be addressed when conducting qualitative research. Among these include the following: (a) communicating research objectives both verbally and in writing so that participants clearly understand the objectives of the research being conducted; (b) obtaining written authorization from both the Internal Review Board and the participants; and (c) when reporting findings, first consider the participants' rights, interests, and

wishes; and (d) protecting participants' anonymity throughout the study. For this study, pseudonyms were used for all participants to ensure their identity was protected. In addition, any identifying information shared before, during, or after the interview remained protected as well.

Research Participants

The participants in this study consisted of four women chosen based on the criterion sampling strategy, meaning that all participants met some form of criteria to be considered for this study. Two participants were chosen from differing nonprofit organizations and two other participants were chosen from differing government agencies. Criteria for participant selection included: (a) the participant must be of the female gender, (b) the participant must currently hold a full-time position in either a nonprofit organization or a government agency, (c) the position held must be a top management or senior-level position within the organization or agency, (d) the participant must work for a nonprofit organization or government agency in the eastern region in the state of Iowa, and (e) the participant must be willing to partake in the interview process.

Professional titles of the participants at the time of the interviews included executive director, deputy director, board chair, financial officer, or president. The research design was submitted to the Internal Review Board to ensure the safety of all participants in this study.

Procedures for Collecting Data

To recruit women for this study, the researcher contacted potential participants through email invitations and telephone calls to state the purpose of the study and ask for

their participation. Once participants were recruited, the researcher conducted a pilot interview to ensure the researcher and equipment were prepared for the actual interviews.

Semi-structured, open-ended questions were framed to enable participants in this study to offer additional information regarding their professional career trajectories. This strategy enabled participants to bring their personal meanings, values, and interests into the study. It also enabled both the participants and the researcher to expand upon those elements, which were central to their individual experiences. Because the researcher was seeking depth from the research questions, interview questions were sent to the participants in advance.

The interviews lasted approximately one hour and were conducted with four women who were in senior management positions within their organizations. Two women were from nonprofit organizations and two were from government agencies. Each interview began with general questions on demographics, family life, and education levels. The interview questions also sought to discover the factors that influenced a woman's career trajectory by either enhancing or detracting a woman from positions of authority. To conclude the interview, general questions were asked about their success in attaining leadership and their advice for aspiring leaders in their fields.

The interview questions were split into categories consisting of Background, Education, Professional Experiences, Perspectives of Women in Leisure and Human Services, and Looking into the Future. Listed below are the questions, which were asked to each participant:

Background

- Formally state your name, age, race, the organization for which you currently work, and your title within the organization.
- Where were you born and raised?
- Describe your family life growing up. Did you have a stable home environment? 2 parents? Siblings?
- Describe your family life now.
- Were the mentors/figures in your life as a child male, female, or did you have both male and female mentors? How did they mentor you?
- What career aspirations did you have as a child?

Education

- What is the highest level of education you completed? What is your degree in?
- In what ways was your family growing up supportive/not supportive of your education?
    - If they were not supportive, what are some reasons for their lack of support?
- How was your educational experience related to your previous and current positions?
- If you already started a family while you were pursuing higher education, in what ways were they supportive of your education?
    - If they were not supportive, what are some of the reasons for their lack of support?
- What were your career aspirations as a student? How have they changed over the span of your career?
- How has your education influenced your career trajectory?

- What positions have you previously held? How has your educational experience related to your previous and current positions?

Professional Experiences

- How did you become interested in working in leisure and human services?
- How long have you worked in leisure and human services?
- Does your organization deliver human services, leisure services, or both?
- How many employees/staff do you manage? About how many employees/staff are employed by your organization?
- What is the budget size of the organization in which you work? Do you consider your organization to be small, medium, or large compared to similar organizations in this region?
- Are you satisfied or unsatisfied with your current position? What satisfactions do you draw from your current position?
    - With which aspects of your position do you find unsatisfying?
- How did your mentors help guide your career? Were your mentors male/female or did you have both male and female mentors?
- What have been the obstacles or barriers along the way to your current leadership position? How did you overcome them?
    - If no obstacles, what factors led you to your ascent to leadership?
- How has your family growing up (parents/siblings) impacted your career trajectory? In what ways do they support/not support you in your career?
    - If no support, what are some of the reasons for their lack of support?
    - What support do you need from your family to help you be more successful in your career?

  - Is there anything your family could do to be more supportive of you?

- How has your family life now during adulthood (starting a family) impacted your career trajectory? In what ways does your family life now support/not support you in your career?

  - If no support, what are some of the reasons for their lack of support?

  - What support do you need from your family to help you be more successful in your career?

  - Is there anything your family could do to be more supportive of you?

Perspectives of Women in Leisure and Human Services

- How has being female impacted/not impacted your career trajectory and future success? In what ways?

- In your opinion, are women in leisure and/or human services breaking through the glass ceiling? In what ways do you see women in the leisure and human services field breaking through the glass ceiling?

  - Why do you believe women in leisure and/or human services are not breaking through the glass ceiling?

- In your opinion, what are the obstacles keeping women from reaching top leadership positions in the leisure and human service fields? How do they impact women from reaching senior-level management?

  - If there are no obstacles, what do you believe is/are the reason(s) for the gender gap in senior-level management?

Looking into the Future

- What are your career aspirations for the future?

- What do you see for women in leisure and human services in the future?

- What advice do you have for future young professional women entering the leisure and human service fields? What advice do you have for those women who want to pursue senior-level leadership positions in leisure and human services?

- Through your experiences, what are ways organizations, agencies, and society as a whole can help women in their career trajectories to reach higher leadership positions?

During each interview, the researcher took personal notes on important talking points, body language, and voice tones to supplement the audio-recorded interviews. After the interview ended, the researcher completed a contact summary sheet summarizing key points of the interview. The researcher audio-recorded and transcribed the interviews, which were sent back to the participants for member checking to ensure credibility. Common themes and differences between the women's career trajectories were identified, analyzed, and reported.

Data Analysis

Analyzing data involves making sense of the data through "…consolidating, reducing, and interpreting what people have said and what the researcher has seen and read—it is the process of making meaning" (Merriam, 2009, pgs. 175-176). It involves finding answers to the research questions presented to develop categories and themes. Bernard and Ryan (2010) stated that themes are analyzed through the manifestation of expressions in data. These themes can be easily seen, yet can be subtle and symbolic, and can be comprised of systems of sets of interrelated themes. Themes can be found in repetition of words, indigenous typologies or categories, metaphors and analogies, transitions, similarities and differences, linguistic connectors, missing data, and theory-related material (Bernard & Ryan, 2010).

Data from the interviews collected was analyzed following principles for qualitative data analysis. The researcher used handwritten notes, transcriptions from the interviews, and the contact summary sheets to identify common themes and differences between the women's career trajectories and to compare the results of women in nonprofit organizations to the interviews of women in government agencies.

According to Bernard and Ryan (2010), "analyzing text involves five complex tasks: (1) discovering themes and subthemes; (2) describing the core and peripheral elements of themes; (3) building hierarchies of themes or codebooks; (4) applying themes—that is, attaching them to chunks of actual text; and (5) linking themes into theoretical models" (p. 54). In addition, Tesch (1990) offered steps for formulating themes or categories of information and attaching codes to respective categories. Paraphrasing Tesch, Ford (2010) offered the following steps:

- Get a sense of the whole. Read through all the transcriptions carefully. Perhaps jot down some ideas as they come to mind.
- Pick one document (one interview)—the most interesting, the shortest, the one on top of the pile. Go through it, asking yourself, What is this about? Do not think about the substance of the information, but rather its underlying meaning.
- Write thoughts in the margin.
- When you have completed this task for several informants, make a list of all topics.
- Cluster together similar topics. Form these topics into columns that might be arrayed as major topics, unique topics, and leftovers.
- Now take this list and go back to your data. Abbreviate the topics as codes and write the codes next to the appropriate segments of the text.

Try out this preliminary organizing scheme to see whether new categories and codes emerge.

- Find the most descriptive wording for your topics and turn them into categories. Look for reducing your total list of categories by groping topics that relate to each other.
- Perhaps draw lines between your categories to show interrelationships.
- If necessary, recode your existing data (p. 56).

Interviews for this study were coded using the steps Ford (2010) offered. Once coding was completed, the codes were grouped or consolidated by related data segments into overarching themes. This is called axial coding or analytical coding, meaning the coding goes beyond a description, but seeks a deeper meaning and interpretation (Merriam, 2009; Grbich, 2013).

The researcher took a preliminary data analysis approach, which is an ongoing process used every time data is collected. Preliminary data analysis "involves a simple process of checking and tracking the data to see what is coming out of it, identifying areas that require follow up and actively questioning where the information collected is leading/should lead you, the researcher" (Grbich, 2013, p. 21). Once the data was transcribed, coded, and analyzed, the findings were summarized and presented in chapter four.

CHAPTER IV

RESULTS

The purpose of the study was to explore the career trajectories of contemporary females in leadership roles in government agencies and nonprofit organizations delivering leisure and/or human services. This study sought to determine themes that have influenced the career trajectories of select females in managerial leadership roles. In addition, this study compared females in managerial leadership roles in government agencies with those operating in nonprofit organizations. The study examined the differences in individuals according to family life, education, professional experience, age, and personal goals and aspirations.

This chapter presents the results of the four case studies, which revealed the ways in which the participants ascended to their current leadership positions. This provided an examination of the different elements and factors that influenced their career trajectories. The interview questions were formatted into categories, and themes have been identified for each category. The chapter is divided into the following sections: (a) Participant Overview, (b) Background, (c) Education, (d) Professional Experiences, (e) Perspectives of Women in Leisure and Human Services, (f) Looking into the Future, and (g) Summary of Findings.

Participant Overview

All four participants are listed below with a descriptive narrative of each individual, the organizations for which they work, and the community where the

organization is located. Names and other identifying factors for all participants were changed in order to maintain confidentiality.

Tammy

Switching to a career in human/leisure services four years ago, Tammy was the executive director of a small/medium size nonprofit in Eastern Iowa that provides human services to its community. This nonprofit organization was primarily involved in providing relief to victims of disaster and helping people prevent, prepare for, and respond to emergencies. This organization was located in a community of approximately 131,000 individuals. She had a bachelor's degree in education from a midwestern university. Pertinent information regarding the organization is located in Table 2.

Jane

Jane was the director for a large government agency in Eastern Iowa that provides both leisure and human services to its community of about 74,000 individuals. The organization focused on fostering community engagement and a sense of place and well-being through an accessible and equitable park system. She held a master's degree in human resources from a midwestern university and has been a professional in the field of leisure/human services for over 20 years. Table 2 presents salient information regarding organizational characteristics including government or nonprofit organization, size, type of services provided, and population size.

Sarah

In the field of leisure/human services for 24 years, Sarah was the director of a nonprofit organization that invests in opportunities for youth. The organization provided

funding for both leisure and human service programs within a community of approximately 109,000 individuals. She had a Ph.D. in policy and leadership studies from a midwestern university. Table 2 offers information regarding organizational characteristics including government or nonprofit organization, size, type of services provided, and population size.

Charlotte

Working for the government since college, Charlotte had been in the field of human services for 22 years and worked as a deputy director for a government agency providing human services to youth and the community of about 5,000 individuals. The agency focused on strengthening communities and developing leaders through community and national service. She had a master's degree from a southern university in criminal justice. Table 2 provides an analysis of organizational characteristics for this agency.

Background

The participants in this study had varied backgrounds, however some similarities were seen in the participants' demographics. All four participants were Caucasian with three of the women in their mid-40s and one in her late 50s. Three of the four participants were born and raised in small midwestern towns, while one was born and raised in the South. All participants grew up in two-parent households, and 75% of the participants were born into large families where they were one out of between four and seven children in their families. In addition, in the larger families, two of the four participants had generational gaps between their siblings.

Table 2. *Participant/Organization Overview*

Participant	Age	Ethnicity	Highest Level of Education	# of Years in Leisure/ Human Services	Position Title	Government/ Nonprofit	Size of Organization	Population of Community	Type of Services Provided (Leisure/ Human)
Tammy	58	Caucasian	Bachelor's Degree	4	Executive Director	Nonprofit	Small, compared to other regions; Medium, compared to similar organizations	131,000	Human
Jane	46	Caucasian	Master's Degree	20+	Director	Government	Large, one of the largest in Iowa	74,000	Both
Sarah	43	Caucasian	Doctorate Degree	24	Executive Director	Nonprofit	Medium	109,000	Both
Charlotte	45	Caucasian	Master's Degree	22	Deputy Director	Government	Small, compared to other government programs	5,000	Human

Family Influence

As the research stated, families can have major influences in the career development of their children. Parents have the most impact on their children starting in elementary school (Whiston & Keller, 2004). This influence was also seen in all four of the participants in this study. Further, Whiston and Keller (2004) stated that parents often assist in career planning with their children. The "career orientation of adolescent females is influenced by a complex interplay of their abilities, agentic characteristics, gender role attitudes, and relationship with their mothers" (Whiston & Keller, 2004, p.532).

All participants were influenced at a young age by their family members' careers and interests and, in turn, many participants' aspirations as children reflected what they saw in their parents. Tammy, Jane, and Charlotte all grew up in families that had at least one family member whose chosen career path was in education. Tammy stated:

> My mother was a teacher, her mother was a teacher, her brother was a teacher, her other brother was a teacher, my grandmother...was a teacher.... I think what I saw with what they did in education just made me want to do it. My grandmother taught in a country school, so I would go with her and I thought it was so cool watching her teach.

After spending time with her grandmother and watching her teach, Tammy imitated what she saw. During a conversation about Tammy's career aspirations as a child, she stated, "I had a desk. I had a little podium. My grandmother would give me her extra worksheets and I would pretend I was teaching, just like her. Some people play house, I played school."

Jane's mother was a teacher as well, which influenced her. When asked about her childhood aspiration, Jane said, "At first to be a teacher, I think only because that was really the only thing that I could, because that was what I saw around me all the time. I thought that was what I wanted to be."

Military and education were intertwined in Charlotte's family. Her father was in the military and, when he retired, he became a teacher and Junior ROTC instructor. Charlotte had many interests at a young age, but for a time, she wanted to be in the military, so she took ROTC in school and college.

Sarah had many career aspirations as a child. While thinking back on her childhood and career path, Sarah saw how her career now was molded from both her mother's and father's careers as she was growing up. As she explained:

> …my dad was a self-starter entrepreneur, owned several different businesses and then my mother…was really the do-gooder of the family. She volunteered a lot. So, I sort of feel like I have pulled those threads into my current day. I work in the social sector but I would say I'm definitely an entrepreneurial person in the sector.

Mentors

During their growing up years, each participant had a variety of informal mentors, both male and female, including members of their church, teachers at school, and members of their own family. The mentors were helpful and took special interest in each child, challenged her to do better, and provided support. Thinking back about her childhood mentors, Sarah stated, "I pretty much believed in myself, and they believed in me, and my parents believed in me. I think it was kind of a benevolent cycle."

For Charlotte, her mentor and role model growing up was her mother, who instilled in her the strong values of leadership and service. Her mother was an assistant manager at a general store, and Charlotte often accompanied her mother to the store after school. As Charlotte was watching her mother one day:

> I can remember where one of the cashiers called her [Charlotte's mother] over one day and said, 'Edith, they don't have enough money to pay for these shoes.' I remember thinking, oh gosh, that's horrible. My mom said, 'Wait right here.' She went back to the stock room to grab her purse. She got the money and paid the difference. She asked, 'How much do you have?' and then she paid the difference for them to be able to walk out of there with those shoes.... With that, she let them know, this is important and told her story of growing up with no shoes and how many times she walked to school with no shoes on her feet. [Charlotte's mother grew up very poor.] These were shoes for a child and she could not let this person leave without this child having these shoes. But I remember standing there thinking, that's a part of what we're taught a lot, which is about service and giving back and thinking of others.

Teachers played a large role as mentors for a number of the participants growing up, especially Sarah and Jane. Their teachers not only provided support and encouragement, but took an extra step and provided them with opportunities for individual growth and learning outside of their own classroom. For Sarah, her piano teacher was an important mentor. "I had a wonderful piano teacher who I just loved to this day…. She was my sort of go-to mentor/counselor person…we just had a bond. I think she was probably tougher on me than most of the other people."

Opportunities

Some of the participants in the study had opportunities that expanded their education and cultural awareness, something other children may not have had access to when they were young. Many different types of opportunities occurred. For example, the educational experiences presented to the participants were a major factor in their career

trajectory. Further, cultural experiences such as attending musical events also shaped participants.

An educational experience that multiple individuals in this study had was the opportunity to participate in the Talented and Gifted Program at their primary schools. Talented and Gifted programs are an enrichment and accelerated educational experience designed for students with high abilities who need additional challenges beyond what a regular classroom setting can provide. According to the National Association for Gifted Children (n.d.), "It's more than just giving students a challenge in classrooms: Gifted programming positively influences students' futures. Several longitudinal studies have shown that gifted programs have a positive effect on students' post-secondary plans." Jane and Sarah both gained additional education and support through this program while they were enrolled in primary school.

When Jane started showing signs of being "gifted," her mother and the school administration joined together to create a program that would provide Jane with new and different opportunities at school. Previously, a Talented and Gifted Program was not in her school, "so, the fact that they [administration and teachers] almost had to create programs for me in that small of a school, they were pretty creative about how they made things happen."

Jane was the only child in the program, and she was fortunate to have many opportunities that were not typical for most students. For example, when she was in 5th or 6th grade, her school took her to a local university where she was able to engage in and learn about new technologies at the time.

Sarah was part of the Talented and Gifted program at her primary school as well. It was a small program of about three to four students. Her program provided her with opportunities to think about the possibilities of her future career and actions that might be necessary to begin to develop a career path. One of her assignments was to pick a profession that she wanted to be (an inventor) and create an invention. She had the opportunity to interview an inventor in her area and then had her father's help and support to create her own invention.

Sarah also had opportunities that enriched her culturally. While reminiscing about her childhood aspirations, Sarah remembered:

> One of my most inspirational moments was my parents took me to see *Annie* at the theater. I was in the 2nd row, and I was maybe 9. I remember leaving like, 'I am going to write my own musical and I'm going to star in it and I'm going to play all the instruments and direct it.' I went to my piano teacher and she helped me learn how to write music.

Her parents provided her with opportunities to have these cultural experiences, which had a lasting impact on her. She was then able to take these experiences, with the help of her piano teacher, and turn them into a tangible skill which was meaningful to her.

Family influences, mentors, and educational and cultural opportunities all played a role in how each participant viewed herself and her future career path. As one can discern, especially organized educational experiences such as being included in a Talented and Gifted program had a lasting impact on the participants in this study. Further, unique cultural experiences in a variety of areas including the arts also had an impact on the participants.

Education

Education played an important role in the lives and career trajectories of all participants. According to Cunningham et al. (2005), schooling has become increasingly important for success in the workforce and in other life course experiences. In addition, higher education has been correlated to increase egalitarian views of women in both men and women (Cunningham et al., 2005; Fan & Marini, 2000).

Charlotte spoke about different educational experiences, such as service-learning, which she first learned about during college. She was able to implement service-learning into her jobs during college as well as the position she currently holds. Charlotte explained the connection between her education and career:

> In both college and going into graduate school, I had the chance to, that's when I first learned about the concept of service-learning. Without learning that and then being able to work on service-learning curriculum, that would not have equipped me with the knowledge I needed coming into this program.... For my college experiences, and even some of the jobs that I did while I was in college, I was able to bring in the service-learning component and actually, I helped write what we do today.... That would not have happened if I had not had that experience fostered with my education.

Jane attributes much of her success during her career trajectory to the broad education she received during college. She was originally a political science major and a page in her state's House of Representatives for a summer. The knowledge she gained before switching her major to leisure and taking political science as a minor played an integral role in her career trajectory. Jane explained:

> I think it's having the political science and actually enjoying politics. That's something I'm not sure all my colleagues in the field do. I love politics. I love playing the game in city hall and I love figuring out how we're going to get things done. I know other directors, that drives them nuts.... I am good at playing the games to get people funding and helping people get the things they need so

> they can do their job and so that's what I focus on and like. That was a difference I think of having that political science as a minor.

For her master's degree, Jane decided to study human resources. This change in education exposed her to another network that was not part of government and nonprofits like before, but instead, opened the door to business. "It gave me that broader sense of how things work and I think that's helped me do what I do better," expressed Jane.

Education played an important component within the family lives of all four women. This was especially the case as they grew up and received encouragement, support, and focus to participate in additional educational experiences. Such educational experiences provided a platform for their future endeavors as women administrators in nonprofit and government organizations.

Support

All participants spoke of the support they received from their parents during their education. Three out of the four participants also started their own families while pursuing education at various levels whether it was their undergraduate degrees or their graduate education. Their family members (parents, spouse, and children) also provided support to them during their educational attainment.

Parental support. All participants spoke of parental support for their education during adolescence, and most had continued family support through higher education. According to Tammy, "When you come from a family of educators, education is very instilled in me." For Charlotte, education among her family members provided a strong meaning and reason for her development as well. Growing up as poor farmers, her

parents' lives were not the easiest. Charlotte started to understand the importance of education after taking trips out-of-state to see extended family. Seeing family members with no running water in their homes and outhouses helped her understand why her parents believed promoting education was so important. "When you're reminded of how someone grew up and what they did not have access to and they're trying their best to allow you to have a greater access to something, at least it falls to us to open our ears and listen," Charlotte explained. Her mother often told her, "Education is power. You can do a lot if you will educate yourself more to get there." Charlotte's mother was a strong female and was her biggest support system and confidence booster. In Charlotte's words:

> She had this force of wanting you to achieve success, but you define what that success is.... She saw a light and she promoted a light and I think that helped me as a woman to say, 'I've got a lot of value here. Why can't I try and do anything I want to set my heart on and put my mind to?'

Jane's family was supportive of her education throughout primary and high school. Her mother advocated for educational opportunities when she saw that her daughter was having no difficulty with her schoolwork. Jane's parents also supported her many extracurricular activities such as sports, music lessons, and cheerleading.

The tables turned for Jane when she went to college. She had originally chosen a major in political science. However, after a summer as a legislative page, she told her parents she wanted to change her major to leisure studies. Jane's parents were very uneasy about this decision and did not support her choice for some time because they did not have much knowledge about the field and were concerned about job availability. According to Jane:

> I think that was one of the reasons I wanted to do it. I saw my friends in political science not knowing what they were going to do when they graduated. In parks and recreation, you're ready for a job right out of school and I knew that's what I could do to kind of break into local government.

Family support. During their education, three out of the four participants started their own families. Two participants married and started having children while working on their undergraduate degrees and one while pursuing her doctoral education. Tammy married after two years of her undergraduate education. She took some time off when she had her first child and then finished with another child on the way. Tammy has four children, and, for a period of time, was a single mother after the divorce from her first husband. Tammy started pursuing her master's degree, however never finished because, "life really got too busy. *Really* got too busy."

Jane married during her undergraduate education years and raised two preschoolers while pursuing her master's degree. Her husband was the primary stay-at-home parent during this time, which enabled Jane to work during the day and go to school at night to complete her master's degree.

Two to three years into her Ph.D., Sarah had twins. As if twins are not difficult enough, her babies were born with medical conditions for which they required constant care. "If it weren't for my husband, I would have never finished my Ph. D.... Anytime I'd make a little progress, he was right there cheering me on," Sarah stated.

Influence of Others and Relationships

The relationships and connections that were made during their college education among friends, professors, and community members played an important role for Sarah, Jane, and Charlotte on the winding paths that led them to where they are today. Almost

more than the education itself, Sarah believed, “It’s the people I’ve met through the course of my education that probably influenced my career trajectory.” Each experience Sarah had during college connected her to the next experience, with all the connections and experiences leading to her current position. For example, this path started with Sarah’s experience as a participant in a child and youth program abroad. She met another participant’s father who was doing humanitarian work abroad. That connection took her abroad to join the humanitarian efforts. From that experience, she met a faculty member at a university, who convinced her to pursue her master’s degree and was able to help her get an assistantship. These connections and relationships turned Sarah’s path from one direction into another, ultimately leading her into the position she currently holds.

For Charlotte, these connections did not lead her from point A to point B like they did with Sarah, but instead provided support and helped identify who she was during her career trajectory. Charlotte observed:

> Education helped in the sense of making me more of the person I am today. So, the interactions I had with people that are still friends of mine, you know, twenty plus years later, that’s important because those friends are now in management positions where we are able to share stories with one another. It gives me someone I can talk to that’s not part of the world I’m living in, as far as my professional life that gives me a different perspective. And I wouldn’t have that type of connection if I had not gone to college and met these people.

Education played an important role in the lives of the participants and their career trajectories. All participants spoke of the support they received from their parents and family member while pursuing their degrees. The influence of individuals such as friends, professors, and community members alongside the relationships/connections made during college also impacted the career trajectories of several participants.

Professional Experiences

The experiences these four women had while on the path to their current professional positions varied from lifeguarding to teaching, as well as many others. In this section, they discuss the factors and/or influences that played a part in their decision-making along the way to obtaining their current senior-level positions, the challenges they have seen or faced in nonprofit and government work, their work/life balance, and the satisfactions they draw from their current positions.

Influences Leading to Current Position

Traditionally, research has focused on influences such as marital status, ethnicity, and socioeconomic status on the career development of women (Gibbons et al., 2011). All participants spoke of different factors or influences that played a part in the decisions they made leading to their current managerial leadership positions. The most common factors among the participants were previous experience and transferable skills, family values, relationships and the support of others, and work/life balance.

Experience and transferable skills. Experiences and skill sets that are transferable between professions are factors these women took into account when applying for positions that led them into their current careers. Being a teacher prior to her move into the nonprofit sector gave Tammy the public speaking skills needed to carry out her role as executive director. “I think I still feel like I’m educating people and doing a lot of the same things that I would have done as a school teacher...just a different audience, it’s the same presentation skills, the same skill set. I’m just not grading papers,” Tammy stated while laughing. She also explained:

> I think school teachers have a heart of compassion, and if they don't have a heart of compassion, they should not be in the field of education.... So, you really have to be a compassionate person and I think when you work for a [nonprofit] organization, you have to have that heart of compassion. I think it's just taking that heart that I always had and just turning it in a different direction.

Jane equates landing her first job out of college to her previous job experiences more than to her actual degree because of the type of work and experiences she gained while in college. At times, Jane felt she was pigeonholed into her specialized position stating, "I feel like I have so many skills that would be transferable into other careers or other leadership positions, but trying to prove that to other people is pretty hard...."

Family values. Charlotte and Sarah both grew up with strong family values, which played a role in choosing their career fields. Understanding and appreciating service was an important component in Charlotte's family, as her father had served in the military. Charlotte also spent a large amount of time serving communities while finishing her master's degree. "[When] you're doing service to the level we were doing it, it changes you," stated Charlotte. She continued to explain:

> My mother was always so big on talking about what does it mean to be human?.... Not judging people just by their outside appearance, be it the color of their skin or what they had on. And again, I think some of that drove, when I think of the here and now, being able to relate…and being able to remember that people are people.

Charlotte was changed by her community service experiences. Combined with the strong family values she grew up with, she decided to continue in the human services field and still works for the same organization today.

Social concerns and issues were an important component for Sarah's family. Her mother was a strong advocate for passing the Equal Rights Amendment. When Sarah

was eight, she went with her mother to Chicago when her mother advocated for the Equal Rights Amendment. At this point, Sarah became interested in working in the field of human and leisure services. “I went to play on the playground that day and the boys wouldn’t let me play soccer with them. So, I had my own little protest about the inequity, and my mom is in Chicago protesting for this,” Sarah said while laughing. “I lived in this family where we helped each other and social concerns were important to my family, and I guess I always knew I was going to work in a helping field.” Sarah has been in the field of human/leisure services for 24 years now.

Relationships and the support/influence of others. Not only did the influence of people and relationships play a role in each participant’s education, but it also flowed into their professional experiences and careers. Some of the mentors that Charlotte has today were people she met in college and who she greatly respects. “I think they’ve worked very hard to get where they’re at and I know they’ll be straight-shooter with me and I need that,” stated Charlotte. As previously stated, Charlotte’s family environment also influenced her choice in career. Her family has always supported her career choices and been understanding.

For Tammy, individuals played an important role in her career trajectory. After her teaching career, she was nominated by an individual to serve as a Board Examiner for a national board which accredits teacher education. This opened up doors for her to do education consulting. She eventually changed her career path from education to human services and nonprofit management because of the influence of one individual. While she and her husband were at an event, an individual, who happened to be on the

board of the organization she currently works for, came up to her and stated that she thought Tammy would be a good fit for their organization. Tammy made the decision to make the switch in her career after that conversation.

The relationships that Jane built with her mentors have been a big influence in her career trajectory. She said, “I’ve had some pretty spectacular mentors that have paved the way for me along the way. One of them was my internship supervisor back when I was in college. He is my greatest cheerleader.” She has also had other mentors, who were all male, who provided invaluable advice at times. Jane explained:

> Since I work so much in the political side of things, it can be really challenging some days and you can get on the wrong side of a political issue pretty easily. So sometimes, it just takes a certain amount of finesse to know how to work your way back into the good graces of people. And so, I think it’s been invaluable to have those people around me to help me figure those things out.

Sarah’s career trajectory was also heavily influenced by the relationships she built and connections she gained through her experiences. These relationships were “door-openers” for each step she took along her career path. Sarah’s most influential mentor gave her opportunities to work on projects with her. “I think it’s probably something that’s lost when you read about mentoring. There’s so much about having people tell you or open doors for you, but I think the opportunities to work with people on something are probably the most powerful mentoring relationships,” said Sarah. While trying to decide if she should take a position at a nonprofit or continue with her passion to be an activist, one of the faculty members at her university said to her, “You don’t want to be one note, Sarah. You need to show people you can do something else.” This was her most important feminist mentor telling her to go work for the nonprofit.

She took the advice, which ultimately led her to her current nonprofit managerial leadership position.

Work/Life balance. The literature (Henderson & Bialeschki, 1995) suggests that often individuals are concerned with balancing the demands of both work and family. As Henderson and Bialeschki (1995) note, "One of the stressors that creates a lack of balance in women's lives is having unrealistic expectations about being a 'superwoman.'" Further, Bowles (2012) offers that social values and norms placed on women who balance both work and family are draining both physically and psychologically. This theme of work/life balance was commonly discussed among all four participants when speaking about their professional experiences.

Jane was able to juggle long work hours, yet still find balance between the two because of the flexibility of her position as the director of her organization. She felt she did not miss out on much while her children were growing up. "I think it's because of the flexibility of being director. You know, I work a ton of night and weekend hours, but that always meant that in the middle of the day, if I wanted to go have lunch with the kids at school or something, I could," said Jane. There were also many times her children attended events with her stating, "My kids, as they've said, have grown up just being a part of our events and just being a part of whatever. It's kind of blurred the lines between family and work, but it's worked for us." A switch in gender roles also enabled Jane to find a greater balance in her life. After her children were born, Jane's husband became a stay-at-home dad. Her husband has been supportive and understanding over

the years because of her long work hours and a lack of privacy due to her prominent government position within the community.

Sarah also experienced a switch in gender roles while she was finishing her doctoral studies. She would have to spend hours away from her children every day. With both parents working at the time, her husband took greater care of the children. “It’s a partnership...We’re a 50/50 household. I mean, you don’t get a master’s degree in women’s studies and get married without negotiating in advance,” laughed Sarah. She also believes much of her work/life balance is due to flexibility of her position and employer. “I am grateful that I have an employer that’s flexible…If you look at my pay scale…you might think well she’s underpaid compared to her male peers. I work three-quarter time, so I think there’s some trade-off,” stated Sarah.

Charlotte spoke of the importance of personal well-being and life balance. “It’s amazing when I look back just on these last four years how I had to go back and think about my life balance. How do I maintain it? And I think some of that starts as children,” Charlotte stated while explaining the concept of play as it relates to the well-being of children. “If I can give you 30 minutes of my time, I’m going to give you 30 minutes of my time…That was what was given to me [by her parents] and I think it’s something that transcends into what I do now.”

Challenges in Nonprofits

The two participants who served in a managerial leadership position within nonprofit organizations were Tammy and Sarah. Since switching to a career in nonprofit management, Tammy has noticed that many nonprofits have similar problems. The

challenges Tammy faced as a manager were primarily related to training, mentoring, and time issues. Tammy explains:

> One of the things very early on when I started with the [organization], I said that I had a hard time understanding what my roles and responsibilities were and policies and procedures. It wasn't relayed really well. And I am still on that soapbox saying, you know, we do people a disservice when we bring them into our organization if we can't mentor them or train them in roles and responsibilities.

Tammy also shared a story about the training she eventually received, however, untimely. She has been an executive director for three years now, and it was not until six months ago that she finally received training for her position as an executive director. "I thought, wow, I could have used this in my first six months. This would have answered a lot of questions for me. So, it was a program they had done and then no longer offered...and all of a sudden, they started up again. So, we had the training, but it was a little late." She also feels that new employees to the organization are not set up for success because of the amount of time it takes to train and mentor those individuals. Tammy stated:

> I think retention is not good in the nonprofit world because you can go on a website...and there's a lot of openings. I think it's because people aren't set up for success, and it takes time to mentor and to lead people; and I think it's a time issue. We all have a lot on our plates and sometimes you're not going to give up your time.

Sarah had a different perspective regarding her career trajectory and felt she did not have any major obstacles on the way to her current managerial leadership position. According to Sarah, "Well, I didn't have obstacles, because I didn't know I was trying to get here. I wasn't trying to be the head whatever or anything." She noted some factors that led to her ascent were the relationships she built and the people who opened doors

for her. Also, she was hard working and had talent and privilege because of her socio-economic background. “I recognize all of those things were factors to my success. I heard Warren Buffett say once, ‘I don’t have to apologize for those things, but I must acknowledge them.’ And I think that that’s true,” Sarah stated.

Challenges in Government

Jane and Charlotte were two of the participants working in senior-level government positions. Jane found her way into the government sector after working with aquatics programs throughout college and supervising aquatics centers. Charlotte stumbled into her field after reading a newspaper article and joining a youth program. Although both women work in the same sector, they each have faced different challenges and obstacles along the way. Jane has faced both organizational and personal challenges leading up to her current position. Jane’s first position out of college had her working 80 to 90 hours a week supervising a new program and facility. This proved to be extremely challenging for Jane. She also had to face the views of her previous bosses who held old conventional ways for women in the workplace. She stated:

> I’ve had to have the conversation with almost every single boss that I’ve worked for, to say, ‘You know, I’m in this as a career and my family depends on me. This is not a secondary job in our family.’ I think there is a sense that a woman, at least and maybe more so 10 years ago, that it was kind of a secondary career and you would do what your husband was going to do.

Jane is the breadwinner of her family, bringing in 80% of the household income. This was something difficult for her family, especially her parents, to accept with the past conventional ideals of women. She offered:

> I think it’s been almost as weird with my own family, my own parents, because that is totally foreign to them. My husband is okay with it all, but my mom and

> dad...I have to remind them, I'm the one making most of the money here and we're moving because of my job, because this is what we do.

In addition to long work hours and seeing her position as a career and not a secondary job, Jane has also faced much un-realized differential treatment. During many moments in her career, male co-workers, bosses, and government officials treated her differently because of her gender. Jane explained:

> I think what I've encountered along the way has never been outright harassment or outright actions taken against me because I was a female. I think along the way I have encountered what has been so engrained with people I work for that they don't even realize that they are treating me differently.

For example, Jane explained while at a gathering, she was standing next to a city engineer and another male individual, with which she was clearly the top-ranking person among the group as department director. At this event, the mayor walked up and shook the hand of the city engineer, then turned and shook the hand of the other male standing beside Jane. However, the mayor never shook Jane's hand, he only waved at her. Jane provided another example stating:

> I had another case where I had been on the job for quite a while and then I hired an assistant who was male. My new male assistant got invited out to lunch like five times in the next two weeks by other males on staff, department head males, and got invited to golf with the mayor on Saturday. I had never once been invited to any of those things in the whole time I'd been there. So, once again, I don't know that it was blatantly against me. I just think they thought, she's a female and doesn't like to golf.

Charlotte's obstacles and challenges throughout her experiences in the government sector have been different than those that Jane faced. Charlotte has been in her program for many years and has found that it lacked a solid foundation, which led to different processes and procedures every time someone new was in charge. "If you

continue to change your foundation, you're going to have lots of cracks.... If we find something that works, then we should stay with that and focus our time and attention on things that are the biggest issues," Charlotte stated.

Job Satisfactions

The Harvard Business School (HBS) reported in a survey of more than 25,000 HBS graduates that women were less satisfied with their careers than men (Ely, Stone, & Ammerman, 2014). However, in this study, despite the fact that most of the participants had challenges in past and/or current positions, all participants considered themselves satisfied in their current senior-level management positions. The most noted satisfaction drawn from their positions was the social good that their organizations as a whole provided to the community or, specifically, the impact a particular project had on their community. In addition, having good staff and/or board of directors was commonly discussed among the participants.

Social good/community impact. Tammy's career satisfaction comes from the mission of the organization for which she works. She stated, "…our mission is to alleviate human suffering in the face of disaster…. When I do a fundraising piece, it makes it easy to do that fundraising piece, because I understand what our mission is and have that heartbeat for the mission." Charlotte believes in the service and impact her agency has in her community as well as in others. Much of their work is grassroots and allows them to see the community need at the ground level. Sarah finds satisfaction in her organization as a whole. She stated, "I think being part of an organization that gives away $2 million a year, that makes really incredible things happen, is just satisfying."

For Jane, a more personal impact on her community brings satisfaction. After designing a park for a midwestern community, Jane sat on the hillside and observed families and individuals enjoying the park. She took pride in her work thinking, “I designed that. That is so cool that they’re using it…You don’t always see that every day. You don’t always realize that what you did makes a difference.”

Staff and/or board of directors. Having a good staff and/or board of directors to work with was also a satisfaction that participants noted. Even though Jane is fairly new in her current position, she stated:

> The thing that satisfies me most here has been working with the staff that I have and the fact that they’ve been up for some new ideas and trying to figure out how to do things differently and [are] excited about looking towards the future and new things to do. So, that excites me knowing that I can have an impact on other people.

In addition, Sarah spoke highly of the board of directors she works with at her organization stating:

> I also think I have a fantastic Board who gives me all the support I need and also doesn’t let me sort of run away with the organization. I can be a person who is an over-worker. They are definitely good at giving appropriate boundaries that helped me sort of stop some of those bad habits…so I find working with them really meaningful.

Charlotte finds many satisfactions in her current position, however, one of the most meaningful to her is the development of her staff. “I would not be able to manage what I manage without a good team. Something you have to do as a manager is you have to foster that team.... For me, luckily, it has never been just a job. It’s creating an experience for someone else. It’s developing those leaders,” said Charlotte.

Experience and transferable skills, family values, relationships/connections, and work/life balance were common factors among all the participants which impacted their careers in different ways. Even though the participants had differing challenges or no challenges at all, they all found many satisfactions within their current positions and organizations.

Perspectives of Women in Leisure and Human Services

This section and its interview questions were focused more on women in general in each participant's respected field, rather than on the participants' personal experiences. Each participant stated if she believed women had broken the glass ceiling, listed obstacles that may be affecting women from reaching the top, and identified other discrepancies regarding females in leisure and human services fields.

Glass Ceiling

According to the Federal Glass Ceiling Commission (1995), a glass ceiling still exists and is a factor keeping women from reaching senior-level management positions. However, in 2009, McEldowney, Bobrowski and Gramberg suggested that women view this discrimination as a challenge to overcome, and no longer as a barrier. Each participant of the study had a personal view on if they felt the glass ceiling had been broken in their field. Based on their answers, the individuals were placed into two categories, Yes and No.

Yes. Three out of the four participants felt women have already broken through the glass ceiling. Two participants, Tammy and Sarah, were from nonprofit organizations and one participant, Charlotte, was from a government agency.

Sarah believed women have transcended the glass ceiling stating, “I don’t know that it’s a glass ceiling. I think the glass ceilings have been broken...most of the nonprofit leaders in this community are women and so having another woman lead an organization like this is not ground-breaking in any way.” Tammy also had similar opinions as Sarah regarding the glass ceiling in nonprofit organizations. She discussed, “I think [organization name] is really female-heavy to tell you the honest truth. I mean you can see it in our region...so, it’s kind of a woman’s world...I think it’s men that have the obstacles.” Tammy noted at least five leadership positions in the region that women held. “When we did executive director training, probably out of 30 people, five were male,” she added.

In her government agency, Charlotte has also seen more women in senior-level positions than in the past, indicating that women have broken the glass ceiling. According to Charlotte:

> When I’m looking at [organization name], I’ve definitely seen more female managers...There was a period of time in [organization name] where our national director was always male and typically had a military background...I can remember when we got the first female national director and how excited people were. It didn’t last very long, but we had it. But then that changed and we had another one [female director], and another one. Now we have an acting one right now that’s female. So, it was nice to see some of those changes over the years.

Charlotte has made history in her government program two separate times. First, she was a pioneer in the first group to complete the government program. She was also the first person and woman hired for the new site which opened in Iowa. “I remember when I thought to myself, ‘Wow, I’m the first person hired,’ before I thought of it being female, but the first person hired that

actually served in this program and now I'm in a management position," said Charlotte.

No. One participant, Jane, who worked for a government agency stated that she believed women have not completely broken through the glass ceiling yet. Jane said, "I don't think they are. I don't think they are [breaking through the glass ceiling] enough." Jane discusses many reasons she feels women have not broken through the glass ceiling including lacking courage to stand up and talk in front of a group and speaking up for themselves, among others. Jane explained:

> I was part of a group, Women in Leisure Services, which is a women's only networking education group for women in the field. We had a speaker come that was talking about developing your management style and she had people to a table based on what one skill they thought they needed to work on the most. The number one thing, like 80% of the young women in this room went to courage...I don't know how to change that yet, but that frustrates me, because I think that the women in the room often have the best ideas, but they get talked over all the time or their ideas get attributed to somebody else in the room. So, I don't know that we'll succeed until we figure that out.

Obstacles Keeping Women from Upward Mobility

Although the majority of the participants stated they believe the glass ceiling has already been broken, they offered suggestions as to why some women may still be held back from reaching the top levels of management within their organizations. The most common suggestions among the participants included: effective communication, gendered factors/social norms, and other women/themselves.

Effective communication. Being able to communicate effectively is an important factor in not only having a positive, flowing, and growing work environment, but it is essential in all aspects of life. Charlotte believed, "We as females, we're good at

expressing emotion. We may not always be good at expressing everything else. Or we have a lot of great things to say, but the emotion we're delivering behind it is all that people hear. We as women have got to have a handle on that."

Tammy sees communication as a positive attribute of women rather than a barrier, "because we are the nurturers and I think that might make a big difference" when working in a helping field with individuals and families that have been through a disaster or an emergency. She believed the tone women use and the way in which things are said help women communicate more effectively with others.

Gendered factors/social norms. Women who fit society's vision of gender norms may have an advantage in climbing the ladder towards senior-level management. This is one aspect that Sarah believes impacted her career trajectory and success. She stated, "...I fit gender norms pretty well...You know, I don't mind wearing makeup. So, I think I align well with what people expect from women leaders, of my age and of my generation, and so that's probably an advantage." Jane also believed gendered factors and social norms played a part in her childhood education. She stated:

> I always have to wonder; I was really good at math as a 5th and 6th grader, really, really good. But never did anyone say, 'Have you ever thought about being an engineer? Or have you ever thought about....' It never even went in my realm of possibility that I could have done something like that. I think that's the case for a lot of people my age anyways. They just didn't know they could be good at math or they could be good with numbers.

Women sometimes have a negative connotation as being mean or "bitchy," as Charlotte put it. She explained that individuals she has worked with have expressed their concern as coming off bitchy stating, "Well, if I'm too strong, they're going to think I'm

a bitch." Sarah has had similar feelings during times when she needed to be direct. She explained:

> There will be circumstances sometimes that I'll think, 'If I were a man, I would not have to do it like this.' They are usually things like being a little less direct than I might want to be, but not with my board, and so when I was hired, there were only men on the board. There are now two women on the board. I kind of remember in my interview saying to them, 'You're going to have women on this board someday, right? Because I have a Master's degree in women's studies and this is important to me.' That was an advantage to have been brazen enough to have said all that.... I work in a lot of collaborative environments, and I think sometimes if I were a man I'd just be like, 'This is the way we should do it. Do it this way.' But instead, I have to be pretty nice about it.

Other women/themselves. According to half of the participants, it's other women or themselves that are holding women back from reaching senior-level management. Sandberg (2013) also discussed the topic of women holding women back stating, "Ambition fueled hostility, and women wound up being ignored, undermined, and in some cases even sabotaged by other women" (p.163). Further, Jane suggested:

> I think females are the meanest to each other. They just really are and on any staff that I've been on. It's not been men that have been trying to keep a female in her place, it's been the other females, honestly. There's just something about it. Men can just be buddies and still compete with each other. Women can just get so mean.

Jane also saw this happening among some of the candidates running for president of the United States, like Hilary Clinton. She noted:

> I think you see it with our political candidates right now too. They're held to different standards by women that probably should be supporting them. I'm not a Hilary fan, but I think that her harshest critics are other women. I don't think you should support her just because she's female, but I think she should get the same crack at it as the male candidates and that's not happening. It's getting better I think.

In addition to women holding back other women, both Jane and Charlotte believed that women also hold themselves back from reaching their aspirations of a senior-level management position. Jane stated, “I find that a lot of females are afraid to be in the front of the room and they’re afraid to be the ones talking.” Charlotte felt women needed to promote themselves more by highlighting their skills and abilities when applying and interviewing for positions. “Sometimes we’re too humble,” said Charlotte. She also believed that women give up on themselves too easily. “...don’t give up on yourself, because that’s something we do as women that we should not. We give up on ourselves too easy sometimes,” Charlotte stated.

Other Discrepancies

For those participants who believed the glass ceiling has already been shattered, some offered other examples of gender discrepancies as well as race discrepancies, the most notable being the pay gap. Sarah explained:

> When you look, for example, [at] pay studies of women, there’s still discrepancy. So, I don’t think it’s so much that there is that far to push out on the roles, like there aren’t that many firsts. Now I think there’s a lot more room for firsts for women of color and men of color. The field of philanthropy is not as diverse as the populations they serve.

Charlotte also mentioned the pay gap stating, “It is interesting that some of my mentors may hold a similar position as their male counterpart, but that male counterpart makes more money than they do. So, we’re still at that in this country, which needs to change.”

Most participants felt women today have already shattered the glass ceiling of the past. However, factors such as communication, gendered factors/social norms, and other women/themselves are obstacles still holding women back from reaching their goals of

holding a senior-level management position within their organizations. In addition, other discrepancies were noted such as the gender pay gap.

Looking into the Future

This section was focused on how the participants viewed their future careers and the future of women in their respected fields and sectors. Future careers, advice for women, and ways in which organizations can help women reach their aspirations for higher leadership were topics the participants discussed.

Future Careers

Each participant had a different view for their future and their careers. Tammy, being the oldest participant, focused mainly on retirement. She stated if she were 10 years younger, she would continue to climb the ladder to the position of regional executive director. Tammy explained:

> I think I have the tools that would be needed, because I feel like I am a person of integrity. I think that would have been a great career move for me, but I'm at that point where this is as high as it's going to get for me. I think that if a position like that became available and somebody asked me to apply for it, I might decline just based on knowing that in four years, I would like to be retired.

Charlotte's career aspiration for the future was to continue climbing the ladder. She also discussed becoming a region director within her organization or serving in a leadership position at headquarters. Jane is fairly new in her current managerial leadership position and envisions growth on a national level for the organization.

> This department has a lot of opportunities to do some things that we could be really nationally known for. We've got some social justice things going on here that I've never encountered before. If we can figure out how to solve them here, we'll be national speakers, because people want to learn how we did it and how we turned it around.

When asked about her future career aspirations, Sarah stated while laughing, “Oh, I don’t have a career aspiration. I have a personal mission statement and that is to connect the resources, the people, and the ideas that will change the world. And I will probably keep doing that in different ways and in different places.”

Advice for Women

Networking, learning about money, and support and community were the most noted pieces of advice given among the participants. According to Jane:

> It is network, network, network. Get known in the field and around the field. A couple of times in my career, the people who have helped me most have been, what I would call kind of weak connections, like people that I didn’t know very well. Maybe I worked with them on a board or some volunteer thing. I didn’t think it was that significant of a connection. Those are the people that have come back at the time I needed them and either helped fund something or helped give me advice.

Sarah mentioned networking in the context of women entering the field after college. She stated, “Advice that I have very regularly is don’t worry so much about the first job. Worry about what network you are entering in that first job...it’s always thinking about the network that you’re going to build, not just the job.”

Sarah also felt passionately about money, expressing, “People who want to pursue senior-level management, learn about money—accounting, finance, fundraising. No money, no mission. Don’t be afraid of the money!” Jane offered similar advice:

> Write in a business-appropriate way and have at least some sense of the money coming in and going out. They don’t have to be budget analysts, but someone that has a sense of what something is going to cost so that when they come up with a good idea, they can back it up....

In addition, Jane believed it was important to engage with the community. She added, “Be willing to be a part of the community around. It’s not just what’s happening

inside the walls of the organization. In a community like this, you have to put the time in and you have to be available and approachable." Tammy also spoke about the importance of community and comradery, but within the work environment. "I think the thing we have to do as women is continue to support one another," Charlotte noted. Not only should women continue to support each other in their work environments and the workforce in general, but, Sarah also brought to light, "You can't help women without caring about Black Lives Matter, without caring about what happens to people with disabilities, without recognizing privilege...categories of people are not enemies in this work, they're allies."

Ways Organizations Can Help Women

Each participant provided suggestions on how they think organizations can help improve the work environment for women and help them attain their goals of reaching senior-level management positions within those organizations. Pointing out inequalities and having opportunities for professional development were the two most common suggestions among the participants.

Jane has seen and has had many personal experiences of being treated unequally around her male peers. For the majority of these experiences, she felt this inequality was un-noticed. Jane believed that pointing these issues out to others would help create a more inclusive workplace for all. Jane explained:

> I think pointing out areas where females aren't being treated equally. With my male counterparts, I love to talk to them after they've given a speech.... When men talk leadership, when men talk anything, it's all about basketball or football...and as a female you sit there going, I don't get that.' Is there a way to broaden the inclusive language? I think the things that will make females

> stronger are the same things that will make a more inclusive workplace in general.

While discussing the objectification of women and the political upheaval of the nation during the campaign for president this past year, Sarah added:

> Like the guy Joe Scarborough last week who told Hilary Clinton to smile. I mean, please. Right now, she's brokering peace deals. She does not need to be told to smile. I think people recognizing that that's problematic and why that's problematic is terrific. The fact that Twitter blew up on that was a great sign.

Professional development of employees was another suggestion given to help women. Charlotte suggested, "Allow for training to increase the individual's professional development and market their abilities. This might be natural for some people...for a lot of people it's not." She also added, "There are so many people out there with potential and people just let it go by. You've got to foster it with folks." Tammy mentioned organizations like the Girl Scouts and Boys and Girls Clubs that promote women and create opportunities for leadership. She also expressed the importance of women promoting themselves. Other suggestions included having better maternity leave, childcare support, the female voice being heard in meetings, and more diversity among the organization.

As the participants looked into their future careers, each saw a different future from the others. As they looked into the future of their career fields and the women entering those fields and climbing the ladder, they suggested that networking, learning about money, and support and community were essential in helping them grow towards their aspirations for senior-level management. In addition, pointing out inequalities and having opportunities for professional development were provided for which

organizations can help improve the work environment for women and help them attain their goals.

Summary of Findings

The purpose of this chapter was to discuss the findings of this study based on interviews with women in senior-level management positions delivering leisure and/or human services with nonprofit organizations and government agencies. Themes were pulled from the information given in the interviews and organized by categories. These categories were Background, Education, Professional Experiences, Perspectives for Women in Leisure and Human Services, and Looking into the Future.

One might suggest that each of these participants followed a unique career trajectory or path. However, in reviewing the findings of this study, it is evident that several elements in their lives enabled them to progress into senior positions. This study explored a number of those elements including family, education, professional experiences, and other factors. All of these factors or elements played a decisive role in their career progress. The following narrative offers insights into each of these elements, the ways they played important roles in each participants' development, and summarizes the differences and similarities between the study participants. In addition, Table 3 summarizes the interview data into the categories mentioned above.

Table 3. *Summary of Findings*

	BACKGROUND	EDUCATION	PROFESSIONAL EXPERIENCES	PERSPECTIVES OF WOMEN IN LEISURE & HUMAN SERVICES	LOOKING INTO THE FUTURE
SARAH	Born and raised in a small town in the Midwest. Had a 2-parent household with sibling. She had many aspirations as a child including being an inventor. Father was entrepreneur and mother was advocate for civil rights (both influential). Part of the Talented/Gifted program in primary school. Married with children.	Ph.D. in Policy and Leadership. Supportive family, especially her husband. Relationships made during this time were influential, which opened doors along her career path. Experiences over education propelled her into her career. Started her own family while pursuing her education.	Strong family values were influences of her career trajectory. Relationships made during this time were influential, which opened doors along her career path. Switch in gender roles-husband took greater care of children while she worked and finished school. 50/50 household. No major obstacles in nonprofit sector. Satisfied in current managerial leadership position because of the social good and community impact of her organization, and because she works with a good board of directors.	The Glass Ceiling has already been broken. Fitting into social gender norms was an advantage for her. Other discrepancies include firsts for people of color and the gender pay gap.	Future focus was to connect resources, people, and ideas that will change the world. Advice for women included networking; having an understanding of money-accounting, finance, fundraising; and not only supporting women, but also other categories of people including those with disabilities, Black Lives Matter, etc. Suggestions for ways organizations can help women included pointing out instances of un-noticed inequality and objectification of women, and better maternity leave and childcare support.
TAMMY	Born and raised in a small town in the Midwest. Had a large family and 2-parent household. Career aspiration was to be a teacher. Family of educators were a major influence. Now married with children.	Bachelor's degree in Education. Supportive family with backgrounds in education. Started her own family while pursuing her education. Never finished her master's degree because of "life."	Having transferable skills and finding similarities in work helped in her career trajectory and transition to nonprofit sector. Had individuals who influenced her career trajectory/change. Training, mentoring, and time issues were challenges of working in nonprofits. Satisfied in current managerial leadership position because of the social good of the organization.	The Glass Ceiling has already been broken. Nonprofits are female-heavy. Men have the obstacles. Effective communication has helped women be successful in their careers.	Future focus was on retirement, but if she were younger, she would continue to pursue a higher managerial leadership position. Advice for women included building community and comradery within the work environment. Suggestions for ways organizations can help women included promoting women and creating opportunities for leadership, and having more diversity within organizations.

(table continues)

	BACKGROUND	EDUCATION	PROFESSIONAL EXPERIENCES	PERSPECTIVES OF WOMEN IN LEISURE & HUMAN SERVICES	LOOKING INTO THE FUTURE
JANE	Born and raised in a small town in the Midwest. Had a large family and 2-parent household with generational differences among siblings. Career aspiration was to be a teacher. Her mother was an educator and was influential. Part of the Talented/Gifted program. Married with children.	Master's degree in Human Resources. Supportive family at first (mom advocated for her primary education). Became unsupportive when major was changed in college, due to lack of knowledge of field and job availability. Relationships made during this time were influential. Having a broad education helped in her successful career trajectory. Started her own family while pursuing her education.	Individuals influenced her career trajectory and offered invaluable advice. Juggled long work hours, but managed to find a balance between work and family. Switch in gender roles—her husband was primary stay-at-home parent. Bread-winner of family. Working long hours, seeing her position as a career and not secondary job, and un-realized differential treatment were challenges in government sector. Satisfied in current managerial leadership position because she had a personal impact on her community and works with a good staff.	The Glass Ceiling has not been completely broken. Obstacles holding women back include fitting society's gender norms during childhood which could cause missed opportunities. Women are meanest to each other and hold each other back. Women hold themselves back because they are afraid of the spotlight.	Future focus was growth within her organization on a national level. Advice for women included networking; having an understanding of the money coming in and going out; and engaging with the community. Suggestions for ways organizations can help women included pointing out instances of un-noticed inequality and having the female voice be heard during meetings.
CHARLOTTE	Born and raised in the South. Had a large family and 2-parent household with generational differences among siblings. She had several career aspirations including being an attorney and being in the military. Father had a military and teaching background. Mom was assistant manager for a retail store and important mentor in her life. Service and family values were strong components of family life. Never married and no children.	Master's degree in Criminal Justice. Supportive family that believed in the promotion of education. Relationships made during this time were influential. Educational experiences such as service-learning propelled her into her career.	Strong family values were influences of her career trajectory. Her mentors today were relationships she built in college. Personal well-being and life balance were important. Obstacles included a lack of solid foundation in her organization which led to differing processes and procedures with new management. Satisfied in current managerial leadership position because of the social good and community impact the organization has on communities and because she works with a good staff.	The Glass Ceiling has already been broken. Obstacles holding women back include ineffective communication, the gendered factor and negative connotation of women in power as "bitchy," and women holding themselves back by not promoting themselves and giving up too easily. The gender pay gap was another noted discrepancy.	Future focus was to pursue a higher managerial leadership position. Advice for women included continuing to support one another. Suggestions for ways organizations can help women included fostering potential of employees and providing opportunities for professional development.

All of the women participating in this study developed a successful career trajectory or path. Each of the individuals moved progressively from one position to another. The participants in the study are currently involved in significant managerial leadership positions within their organizations and held leadership positions at various levels in the past.

For example, one of the participants started in an entry-level direct service position working on a part-time basis. Today, that individual serves as the senior administrator for a park and recreation department. Still another individual working in the government sector first started in an entry-level youth service program and now serves as a deputy director of the regional agency. Still further, one of the individuals working in the nonprofit sector worked as a school teacher and then transferred her knowledge and expertise to assume a senior position in a nonprofit organization. The last participant parlayed her work in a youth organization and with a university, where she was involved in teaching and overseeing a grant program, into her fulltime chosen career path. She now serves as a senior executive in an important community foundation that distributes millions of dollars in support of education and community projects.

Three of the four participants grew up in small towns in the Midwest, and one grew up in a larger town in the South. All participants were raised in two-parent homes with siblings. Three participants had large families, with two of the four participants having generational gaps between siblings. For the family make-up today, three of the participants were married with children. One participant was single and had never been

married. Three of the four participants had children and started their families while continuing their education.

The common themes found among the participants' backgrounds were family influence, mentors, and opportunities. All participants were influenced as children by their parent's occupations and interests, and in turn, their childhood aspirations reflected what they saw in their parents.

Within the category of Education, the themes noted were support from family and influence of others and relationships. All of the participants in the study held a minimum of a bachelor's degree. Their fields of study included education, criminal justice, human resources, and policy and leadership studies. Two participants stated their education played a significant role in their career, while one stated it was the experiences she gained over the education itself that influenced her career trajectory.

Next, the major themes identified in the Professional Experiences category were factors/influences leading to their current positions such as experience and transferable skills, family values, relationships and the support/influence of others which opened doors and provided invaluable advice and support, and work/life balance. In addition to these, challenges of nonprofits and challenges of government were discussed. Two participants stated challenges of working in the government sector. Of the two nonprofit professionals, only one participant mentioned challenges when working in that sector. Last, all participants were satisfied in their current managerial leadership positions. The satisfactions the participants drew from their current positions included the social good

and community impact their organizations had on their community and having a good staff/board of directors.

For the Perspectives of Women in Leisure and Human Services category, the most noted themes among participants were the glass ceiling and obstacles keeping women from upward mobility. Regarding those themes, three of the four participants believed women had already broken through the glass ceiling, and the obstacles to women's upward mobility included communication, gendered factors/social norms, and other women/themselves. In addition, other discrepancies such as the gender pay gap were noted in several of the participant interviews.

Lastly, within the category of Looking into the Future, discussion centered on future careers, advice for women, and ways organizations can help women. All participants had varied career aspirations for their future. These included: retirement; connecting resources, people, and ideas that will change the world; continuing to climb upward into a higher managerial leadership position; and growth within the organization on a national level.

CHAPTER V

DISCUSSION

This thematic qualitative study explored the career trajectories of females in managerial leadership positions in government agencies and nonprofit organizations delivering leisure and/or human services. It also looked at the influences that played a role in the female leaders' decisions that led them to their current managerial leadership positions. The qualitative design of the study enabled the researcher to have a greater understanding of the participants' lives and, therefore, the influences that impacted them and their career paths. This chapter provides a discussion of the results which either support or contradict information found among the literature and is divided into three sections including: Recommendations for Future Research, Implications for Professional Practice, and Conclusion.

Parents' occupations influenced all participants who gave similar career aspirations when they were children. As children, two of the participants came from families of educators and both participants stated they wanted to become teachers. In one case, the participant chose the same career as her family for some time. The two other participants also had career aspirations related to a parent's occupation. These findings are consistent with Whiston and Keller (2004) and Herr et al. (2004). These researchers reported that parents had the most influence on career development of their children during early elementary years through career planning, the parents' occupations, and the parents' expectations of occupations for their children. Two participants were part of the

Talented/Gifted program in primary school. As previously indicated in Chapter IV, education and programs like Talented/Gifted have a significant impact on the development of individuals (Cunningham et al., 2005; National Association for Gifted Children, n.d.). In addition, teachers and others who served as mentors had an impact on the development of the participants (Cunningham et al., 2004; Gates 2002).

The participants had families who were supportive of their education with the exception of one. That participant changed her field of study during her undergraduate education, a change that her parents did not initially support. Family support has been recognized as a significant element in college years and adulthood, which can enhance students' career development and career commitment (Whiston & Keller, 2004).

All participants had varied career aspirations for their future. As one could expect, the future career aspirations of individuals vary tremendously due to the age and stage of their career trajectory. They also vary according to the type of agency in which the participants are employed. For example, one participant was in the top administrative position within her organization and was satisfied with the role she was playing and expressed no desire for upward mobility. The job provided this individual with a platform to bring about change in the community where she was located. Still, another participant sought greater recognition on a national level for her organization.

No significant differences were noted between women in managerial leadership positions within nonprofit organizations and within government agencies. One might ask the question, why? Possibilities for the lack of significant differences among sectors could include: similarities in the type of work between sectors and within the

human/leisure services field; status accorded to the study participants in their organizations; the ability to progress through their organizations; their level of educational attainment; their passion for their work; the ability to overcome obstacles and challenges; and support from the people surrounding them, including co-workers and family.

Of the challenges presented among the participants in the nonprofit sector, one participant faced the barriers of untimely training or lack of training, lack of mentoring (formal and informal), time issues, and not being set up for success throughout her career. In the literature, mentoring relationships have been directly related to the empowerment of women and their career aspirations (Wojcik, 2014; Noe, 1988). Long work hours, gendered factors such as the old conventional thoughts of women only working to supplement the husband's income, un-realized differential treatment among colleagues and government officials, and programs and organizations lacking solid foundations were barriers the participants in the government sector faced throughout their career trajectories. In addition, participants discussed individuals seeming "bossy" or "bitchy" if they presented a strong front or exhibited power. The findings of this study are supported by research from Branson et al. (2013), Sandberg (2013), and Skelly and Johnson (2011) that found leaders are expected to show more masculine traits. Often, when a woman exhibits masculine traits and power, she is labeled as bossy. Furthermore, false perceptions are created that women cannot perform the job as well as men.

From the participants' perspectives, the most noted barriers keeping women in general from advancing professionally were: gendered factors, social norms, and other

women or themselves. These issues appear to be consistent barriers as they are frequently reported in the literature (Miller 2014; Branson et al., 2013; Sandberg, 2013; Skelly & Johnson, 2011; Catalyst, 2007). Communication was one questionable barrier that two participants mentioned. One of those participants felt women are not always the most effective at communicating due to emotions, while the other participant felt a woman's emotional intuition was a positive attribute and provided means for better communication with clients. Research has shown that the leadership style of women may lead to more effective communication and better performance of organizations managed by women (Buckalew et al., 2012; Vieito, 2012).

Three of the four participants stated women have broken through the glass ceiling in their fields. However, those responses showed contradictions in their thinking stating that gender-based barriers and social norms continue to be factors keeping women from upward mobility. Looking at this from a contextual view, these contradictions may have been formed based on what the participants saw within their own organizations and their own personal career success as well as the context of their own professional areas. Research has shown that in nonprofit organizations with smaller budgets women make up the majority of the positions and are predominately led by individuals of this gender when compared to larger nonprofits with multi-million or even billion dollar budgets (The White House Project, 2009a). Since the participants in this study were from smaller organizations, the responses regarding the glass ceiling may have been nuanced by the context of their social situations, organizations, and professional context. In addition, the geographical region of the study may have affected the responses as one participant noted

the nonprofit organizations in Eastern Iowa consisted of predominately female employees and were mostly managed my women.

Recommendations for Future Research

The following recommendations are offered for future research. They are as follows:

1. This study was focused only in the Midwest with participants from Eastern Iowa. Future research could expand the study from the Midwest to all geographic regions of the United States including the North, South, East, and West. Further, the research could be extended internationally, allowing for a more diverse pool of participants to study.

2. The gender pay gap is a common topic among researchers and society in general, but it was not thoroughly researched for this paper. However, the topic arose in conversation during most of the interviews. Participants showed interest in the subject and expressed regards for future change. The topic of the gender pay gap could be investigated further among participants.

3. The topic of women leaders and women in senior-level management could be viewed from the male perspective. Much of the research for this study and in the field is from the woman's perspective. It would be interesting to see how male colleagues view the issues noted by the participants to bring awareness to all.

4. Further in-depth investigation could be conducted of the role that mentors play in the career trajectories of women in managerial leadership positions within government and nonprofit organizations.

5. While two participants briefly mentioned religion as a factor influencing their career, additional study could be undertaken to determine the role that one's faith plays in one's professional career as well as in one's personal life.

6. Two participants noted they had participated in Talented and Gifted programs in primary school. Future studies could be conducted to determine the impact of such programs on the formulation of basic knowledge, skills, and values. Further, locating participants who have a private school education could also be of future research interest.

7. Further examination of barriers or constraints to upward mobility in professional positions among women could be studied in greater depth. In particular, identification of barriers or constraints and the ways in which women address such concerns could be a subject of future research.

8. Future research could be undertaken to focus on ways in which organizations could assist women in advancing their professional careers. A host of topics could be reviewed including: professional development strategies such as in-service training, networking, and mentoring programs.

9. Networking was identified as an important strategy for women in developing their professional careers in both government and nonprofit organizations. Further, examination of the ways in which networks are developed among women and men would be valuable research.

10. A future examination of the influence of parents on their children's career selection and trajectory is warranted.

Implications for Professional Practice

The following recommendations, which may have implications for professional practice, are offered. They are as follows:

1. To further equality between men and women in the workplace, agencies should review pay scales and distribution to create comparable equity and worth among their employees.

2. Mentoring programs could be established within organizations to start dialogues and build relationships among junior employees and senior management. Mentoring programs could also provide opportunities for administrative leadership experiences which would assist women in leadership development.

3. Organizations could initiate dialogue groups of men and women to explore strategies on positively addressing issues and concerns.

4. Agencies could provide staff development trainings on matters such as unrealized differential treatment, subconscious bias, and other challenges faced by women in the workplace in order to bring awareness to all genders within their organizations. Further, agencies could take preventative actions by performing internal equity reviews of all positions.

5. Creating interest areas and programs within organizations could help foster relations among employees to help form networks and connections.

6. Efforts should be made among organizations to have their workforce reflect the distribution of gender in the general population.

Conclusion

This study examined four women in managerial leadership positions, the paths they took that led them to those positions, and the influences that played a role in the decision-making process along the way. The results of this research offered insight into some of the factors that influence women's career paths or trajectories. Among these factors were one's family and background, education, professional experiences, and barriers or challenges in the workplace. In addition, advice was offered for women entering the fields of leisure and human services or women looking to move upward into managerial leadership positions. It is the researcher's hope that the information presented in this study will help bring awareness to the issues women still face in the workforce and

provide encouragement, advice, and support in helping women reach their professional aspirations.

REFERENCES

Acemoglu, D., Autor, D. H., & Lyle, D. (2004). Women, war, and wages: The effect of female labor supply on the wage structure at midcentury. *Journal of Political Economy*, *112*(3), 497-551.

Austin, D. M. (1988). Women's career choices and human service organizations. *Social Work*, *33*(6), 551-552.

Bernard, H. R., & Ryan, G.W. (2010). *Analyzing qualitative data: Systematic approaches*. Thousand Oaks, CA: SAGE Publications, Inc.

Bianchi, S. M., Milkie, M. A., Sayer, L. C., & Robinson, J. P. (2000). Is anyone doing the housework? Trends in the gender division of household labor. *Social Forces*, *79*(1), 191-228.

Bittman, M., & Wajcman, J. (2000). The rush hour: The character of leisure time and gender equity. *Social Forces*, *79*(1), 165-189.

Bolzendahl, C. I., & Myers, D. J. (2004). Feminist attitudes and support for gender equality: Opinion change in women and men, 1974-1998. *Social Forces*, *83*(2), 759-790.

Bosch, J. L. (2001). Ellen Gates Starr. Starr, Ellen Gates. In R. L. Schultz, & A. Hast (Eds.), *Women building Chicago 1790-1990: A biographical dictionary*, 838–842. Indianapolis, IN: Indiana University Press.

Bowles, H. R. (2012). Claiming authority: How women explain their ascent to top business leadership positions. *Research in Organizational Behavior*, *32*, 189-212.

Bradshaw, P., Murray, V., & Wolpin, J. (1996). Women on boards of nonprofits: What difference do they make? *Nonprofit Management & Leadership*, *6*(3), 241-254.

Branson, L., Chen, L., & Redenbaugh, K. (2013). The presence of women in top executive positions in non-profit organizations and fortune 500 companies. *International Journal of Business and Public Administration*, *10*(2), 15-29.

Bridgers, M., Sanders, M. D., & Hartsoe, C. (2009*). Profiles in leadership: Robert C. Crawford recreation and park hall of fame.* Champaign, IL: Sagamore Publishing.

Brooks, C., & Bolzendahl, C. (2004). The transformation of US gender role attitudes: Cohort replacement, social-structural change, and ideological learning. *Social Science Research*, *33*, 106-133. doi:10.1016/S0049-089X(03)00041-3

Buckalew, E., Konstantinopoulos, A., Russell, J., & El-Sherbini, S. (2012). The future of female CEOs and their glass ceiling. *Journal of Business Studies Quarterly*, *3*(4), 145-153.

Bukhari, S. S., & Sharma, B. C. (2014). Workplace gender diversity & inclusive growth in public and private organizations. *The Indian Journal of Industrial Relations, 49*(3), 551-563.

Camp Fire. (2016). *History*. Retrieved from http://campfire.org/about/history

Carnes, W. J., & Radojevich-Kelley, N. (2011). The effects of the glass ceiling on women in the workforce: Where are they and where are they going? *Review of Management Innovation & Creativity*, *4*(10), 70-79.

Catalyst. (2007). *The double-bind dilemma for women in leadership: Damned if you do, doomed if you don't.* Retrieved from http://www.catalyst.org/uploads/the_double_bind_for_women_in_leadership_flyer.pdf

Center for Gender in Organizations. (2005). Women pursuing leadership and power: Challenging the myth of the "opt out revolution." *CGO Insights*, *20*, 1-4.

Challender, M. (2000). Jokes set local Halloween apart. *The Des Moines Register*. Retrieved from http://www.desmoinesregister.com/apps/pbcs.dll/article?AID=/99999999/ENT/41007010/1001/NEWS&template=printart

Clance, P. R., & Imes, S. A. (1978). The impostor phenomenon in high achieving women: Dynamics and therapeutic intervention. *Psychotherapy: Theory, Research and Practice*, *15*, 241-247.

Coleman, I. (2010). The global glass ceiling. *Foreign Affairs*, *89*(3), 13-20.

Commire, A., & Klezmer, D. (Eds.). (2007). *Dictionary of women worldwide: 25,000 women through the ages.* (Vols. 1-2). Waterford, CT: Yorkin Publications.

Connecting America Through Parks. (2004). *Parks & Recreation*, *39*(12), 80.

Cornwell, C., & Kellough, J. (1994). Women and minorities in federal government agencies: Examining new evidence from panel data. *Public Administration Review*, *54*(3), 265-270.

Cordery, S. A. (2012). *Juliette Gordon Low: The remarkable founder of the Girl Scouts*. New York, NY: Penguin Group.

Creswell, J. W. (2013). *Qualitative inquiry & research design: Choosing among five approaches* (3rd ed.). Thousand Oaks, CA: SAGE Publications, Inc.

Creswell, J. W. (2014). *Research design: Qualitative, quantitative, and mixed methods approaches* (4th ed.). Thousand Oaks, CA: SAGE Publications, Inc.

Creswell, J. W., Hanson, W. E., Plano Clark, V. L., & Morales, A. (2007). Qualitative research designs: Selection and implementation. *The Counseling Psychologist, 35*(2), 236-264. DOI: 10.1177/0011000006287390

Cunningham, M. (2008a). Changing attitudes toward the male breadwinner, female homemaker family model: Influences of women's employment and education over the lifecourse. *Social Forces, 87*(1), 299-323.

Cunningham, M. (2008b). Influences of gender ideology and housework allocation on women's employment over the life course. *Social Science Research, 37*, 254-267.

Cunningham, M., Beutel, A. M., Barber, J. S., & Thornton, A. (2005). Reciprocal relationships between attitudes about gender and social contexts during young adulthood. *Social Science Research, 34*, 862-892. doi: 10.1016/j.ssresearch.2005.03.001

Daerr, E. G. (2001, September/October). Mainella named parks' director. *NCPA Park News*, 8-10.

Dahlvig, J. E., & Longman, K. A. (2010). Women's leadership development: A study of defining moments. *Christian Higher Education, 9*(3), 238-258. doi:10.1080/15363750903182177

Davidson, M. J., & Burke, R. J. (2004). Women in management worldwide: Facts, figures and analysis. *Women in Management Review, 20*(1), 78-81.

Denmark, F. L. (1993). Women, leadership, and empowerment. *Psychology of Women Quarterly, 17*, 343-356.

Denzin, N. K., & Lincoln, Y. S. (2011). Introduction: The discipline and practice of qualitative research. In N. K. Denzin & Y. S. Lincoln (Eds.), *The SAGE Handbook of Qualitative Research* (4th ed., pp. 1-19). Thousand Oaks, CA: SAGE Publications, Inc.

Dieser, R. B., Edginton, C. R., Carlson, G. K., Cook, M. D., Davison, A. M., & Rhoades, M. R. (In Press). The application of qualitative research methods in parks, recreation, leisure, and tourism. *International Leisure Review.*

Dieser, R. B., Harkema, R. P., Kowalski, C., Osuji, I. P., & Poppen, L. L. (2004). The portrait of a pioneer. *Parks & Recreation*, *39*(9), 129-137.

Dinolfo, S., Silva, C., & Carter, N. M. (2012). High potentials in the pipeline: Leaders pay it forward. *Catalyst*, *2012*(7), 1-14.

Duffy, R. D., & Dik, B. J. (2009). Beyond the self: External influences in the career development process. *The Career Development Quarterly*, *58*, 29-43.

The Economist magazine. (2005a). *The conundrum of the glass ceiling*. Retrieved from http://www.economist.com/node/4197626

The Economist magazine. (2005b). *Helping women get to the top.* Retrieved from http://www.economist.com/node/4198363

Ely, R. J, Stone, P., & Ammerman, C. (2014). Rethink what you "know" about high achieving women. *Harvard Business Review*, *2014*, 102-109.

Epstein, G. F., & Bronzaft, A. L. (1972). Female freshmen view their roles as women. *Journal of Marriage and the Family*, *34*, 671-672.

Equal Employment Opportunity Commission. (n.d.). *An act*. Retrieved from http://www.eeoc.gov/eeoc/history/35th/thelaw/cra_1991.html

Fan, P., & Marini, M. (2000). Influences on gender-role attitudes during the transition to adulthood. *Social Science Research*, *29*, 258–283. doi:10.1006/ssre.1999.0669

Federal Glass Ceiling Commission. (1995*). Good for business: Making full use of the nation's human capital.* US Department of Labor. Retrieved from http://www.witi.com/research/downloads/glassceiling.pdf

Ford, T. B. (2010). *A glance backwards: An analysis of youth resiliency through autoethnographical and life history lenses* (Unpublished doctoral dissertation). University of Northern Iowa, Cedar Falls, Iowa.

Gates, J. L. (2002). Women's career influences in traditional and nontraditional fields. *Proceedings from the Biennial Meeting of the Society for Research in Adolescence*. New Orleans, LA.

Gibbons, M. M., Woodside, M., Hannon, C., Sweeney, J. R., & Davison, J. (2011). The lived experience of work and career: Women whose parents lack postsecondary education. *The Career Development Quarterly*, *59*, 315-329.

Gibelman, M. (2000). The nonprofit sector and gender discrimination: A preliminary investigation into the glass ceiling. *Nonprofit Management & Leadership, 10*(3), 251-269.

Gibson-Beverly, G., & Schwartz, J.P. (2008). Attachment, entitlement, and the impostor phenomenon in female graduate students. *Journal of College Counseling, 11*, 119-132.

Godbey, G. (2008). *Leisure in your life: New perspectives.* State College, PA: Venture Publishing, Inc.

Godbey, G., & Henkel, D. (1976). The manpower study: A report. *Parks and Recreation, 11*, p. 23.

Graef, M. I., Wells, D. L., Hyland, A. M., & Muchinksy, P. M. (1985). Life history antecedents of vocational indecision. *Journal of Vocational Behavior, 27*, 276-297.

Grbich, C. (2013). *Qualitative data analysis: An introduction* (2nd ed.). Thousand Oaks, CA: SAGE Publications.

Hasenfeld, Y. (2010). *Human services as complex organizations*. Thousand Oaks, CA: SAGE Publications, Inc.

Henderson, K. A., & Bialeschki, M. D. (1984). An analysis of selected characteristics, leisure attitudes, and recreation participation of women employed in leisure services. *Resources in Education, 19*(1), 135.

Henderson, K. A., & Bialeschki, M. D. (1995). Career development and women in the leisure services profession. *Journal of Park and Recreation Administration, 13*(1), 26-42.

Herr, E. L., Cramer, S. H., & Niles, S. G. (2004). *Career guidance and counseling through the lifespan: Systematic approaches* (6th ed.). New York, NY: Pearson.

Hrywna, M. (2006). Women catching up with men, but neither with inflation. *The Non-profit Times, 20*(3), 23. Retrieved from http://sandhills.idm.oclc.org/login?url=http://go.galegroup.com/ps/i.do?p=AONE&sw=w&u=uni_rodit&v=2.1&it=r&id=GALE%7CA150366621&asid=9d9d55e9c59aeef0c5fc5f199a04220c

Jalonick, M. C. (2006, July 27). Mainella resigns to spend time with family-government: National park service director praised by Dirk Kempthorne for her ‘effort to foster...partnership’. *Idaho Press-Tribune,* pp. 5.

Kaufman, G. (2000). Do gender roles matter? Family formation and dissolution among traditional and egalitarian men and women. *Journal of Family Issues, 21*(1), 128-144.

Klein, E. (1984). *Gender politics: From consciousness to mass politics*. Cambridge, MA: Harvard University Press.

Kraus, R. G., Barber, E., & Shapiro, I. (2001). *Introduction to leisure services: Career perspectives*. Champaign, IL: Sagamore Publishing Inc.

Krieg Inducted Into NRPA Hall of Fame. (2006). *Parks & Recreation, 41*(1), 62-63.

Larson, J. H., & Wilson, S. M. (1998). Family of origin influences on young adult career decision problems: A test of Bowenian theory. *American Journal of Family Therapy, 26*, 39-53.

Larwood, L., Szwajkowski, E., & Rose, S. (1988). Sex and race discrimination resulting from manager--client relationships: Applying the rational bias theory of managerial discrimination. *Sex Roles, 18*(1/2), 9.

Legal Match. (n.d.). *Government agencies*. Retrieved on February 15, 2016 from http://www.legalmatch.com/government-agency-pages-kids.html

Lipman, H. (2006). Pay gap narrows for male and female nonprofit executives, study finds. *The Chronicle of Philanthropy, 19*(01). Retrieved from http://sandhills.idm.oclc.org/login?url=http://go.galegroup.com/ps/i.do?p=AONE&sw=w&u=uni_rodit&v=2.1&it=r&id=GALE%7CA153195465&asid=32e937857746a67bb4fa5dd6e03b1cc2

Loeser, H., & Falon, J. (1978). Women board members and volunteer agencies. *Volunteer Administration, 10*(4), 7-11.

Marquis Who's Who. (n.d.). *Fran Mainella (Frances P. Mainella).* Retreived from http://search.marquiswhoswho.com/profile/100030279151%3F

Mason, K. O., Czajka, J. L., & Arber, S. (1976). Change in U.S. women's sex-role attitudes, 1964-1974. *American Sociological Review, 41*(4), 573-596.

McCallum, M. J. (2005). "The fundamental things": Camp fire girls and authenticity, 1910-20. *Canadian Journal of History,* 45-66.

McEldowney, R. P., Bobrowski, P., & Gramberg, A. (2009). Factors affecting the next generation of women leaders: Mapping the challenges, antecedents, and consequences of effective leadership. *Journal of Leadership Studies, 3*(2), 24-30.

Merriam, S. B. (2009). *Qualitative research: A guide to design and implementation* (2nd ed.). San Francisco, CA: John Wiley & Sons.

Merriam-Webster's online dictionary. (2016). *Definition of woman*. Retrieved from http://www.merriam-webster.com/dictionary/woman

Michener, H. A., DeLamater, J. D., & Schwartz, S. H. (1990). *Social Psychology* (2nd ed.). Orlando, FL: Harcourt Brace Jovanovich.

Miller, C. D. (2014). The crabs in a barrel syndrome: Structural influence on competitive behavior. *Academy of Management Proceedings, 2014*(1), 15556.

National Association for Gifted Children. (n.d.). *Why are gifted programs needed?* Retrieved from https://www.nagc.org/resources-publications/gifted-education-practices/why-are-gifted-programs-needed

Noe, R. A. (1988). Women and mentoring: A review and research agenda. *Academy of Management Review, 13*(1), 65-78.

Nozawa, J. T. (2010). *The glass ceiling of nonprofits: A review of gender inequality in U.S. nonprofit organization executives*. Retrieved from http://gardner.utah.edu/_documents/publications/nonprofit/the-glass-ceilingof-nonprofits.pdf

Offer, S., & Schneider, B. (2011). Revisiting the gender gap in time-use patterns: Multitasking and well-being among mothers and fathers in dual-earner families. *American Sociological Review, 76*(6), 809-833.

Oxford English Dictionary. (2002). *Definition of non-profit organizations*. Retrieved from http://www.oed.com/view/Entry/255401#eid11241924

Parks & Recreation. (2006). Trailblazers: Stepping down but not out. *Parks & Recreation, 41*(12), 72.

Public Sector Commission. (2014a). [Graph illustration the Public Sector Agencies and Authorities: Women in Management Tiers and Senior Executive Service]. Data from the *Public Sector Commission*. Retrieved from https://publicsector.wa.gov.au/publications-resources/psc-publications/annual-reports/director-equal-opportunity-public-employment-annual-report-2012/workforce-diversity-women

Public Sector Commission. (2014b). *Workforce diversity—women*. Retrieved from https://publicsector.wa.gov.au/publications-resources/psc-publications/annual-reports/director-equal-opportunity-public-employment-annual-report-2012/workforce-diversity-women

Pynes, J. E. (2000). Are women underrepresented as leaders of nonprofit organizations? *Review of Public Personnel Administration, 20*(20), 35-49.

Ritzenthaler, M. L. (2007). Craft bookbinding in Chicago and Iowa: Ellen Gates Starr and the Hull House Bindery, the Hertzberg Bindery, and Bill Anthony. *Collection Management, 31*(1-2), 1-20.

Sandberg, S. (2013). *Lean in: Women, work, and the will to lead*. New York, NY: Alfred A. Knopf.

Santaniello, N. (2001 June 5). Parks chief held Florida post since ’89. *Sun-Sentinel.*

Schmader, T. (2002). Gender identification moderates stereotype threat effects on women’s math performance. *Journal of Experimental Social Psychology, 38,* 194-201.

Schultheiss, D. E. P., Palma, T. V., Predragovich, K. S., & Glasscock, J. M. J. (2002). Relational influences on career paths: Siblings in context. *Journal of Counseling Psychology, 49,* 302-310.

Schwartz, F. (1989). Management women and the new facts of life. *Harvard Business Review, 67*(1), 65-76.

Shelton, B. A., & John, D. (1996). The division of household labor. *Annual Review of Sociology, 22,* 299-322.

Sims, A. H., & Keena, K. K. (2010). Juliette Low's Gift: Girl Scouting in Savannah, 1912-1927. *The Georgia Historical Quarterly,* (3), 372.

Skelly, J., & Johnson, J. (2011). Glass ceilings and great expectations: Gender stereotype impact on female professionals. *Southern Law Journal, 21*(1), 59-70.

Sklar, K. K. (1985). Hull house in the 1890s: A community of women reformers. *Signs, 10*(4), 658-677.

Solsvik, T., & Fouche, G. (2013). *Norway’s gender quota law has made boards more professional: State fund boss.* Retrieved from http://www.reuters.com/article/2013/09/30/us-nordic-investment-fund-idUSBRE98T0LM20130930

Stivers, C. (2000). *Bureau men, settlement women: Constructing public administration in the progressive era*. Lawrence, KS: University Press of Kansas.

Tesch, R. (1990). *Qualitative research: Analysis types and software tools*. New York, NY: Falmer Press.

Themudo, N. S. (2009). Gender and the nonprofit sector. *Nonprofit and Voluntary Sector Quarterly, 38*, 663-683. doi: 10.1177/0899764009333957

Twenge, J. M. (1997). Attitudes toward women, 1970-1995: A meta-analysis. *Psychology of Women Quarterly, 21*, 35-51.

Van Rooy, D. L. (2014). *Trajectory: 7 career strategies to take you from where you are to where you want to be*. New York, NY: American Management Association.

Vieito, J. P. T. (2012). Gender, top management compensation gap, and company performance: Tournament versus behavioral theory. *Corporate Governance: An International Review, 20*(1), 46-63. doi: 10.1111/j.1467-8683.2011.00878.x

Warihay, P. D. (1980). The climb to the top: Is the network the route for women? *Personnel Administrator, 25*(4), 55-60.

Warren, T. (2003). Class- and gender-based working time? Time poverty and the division of domestic labour. *SAGE Publications, 37*(4), 733-752.

Whiston, S. C., & Keller, B. K. (2004). The influences of the family of origin on career development: a review and analysis. *The Counseling Psychologist*, (4), 493.

The White House Project. (2009a). [Graph illustration the Percent of CEOs by Gender and Budget Size, 2006]. Data from *The white house project: Benchmarking Women's Leadership*. Retrieved from http://www.benchmarks.thewhitehouseproject.org

The White House Project. (2009b). *The white house project: Benchmarking Women's Leadership*. Retrieved March 25, 2015 from http://www.benchmarks.thewhitehouseproject.org

Williams, H. E. (2014). Men and women in leadership positions in the public sector: Who are the best-qualified candidates? *Journal Of Leadership, Accountability & Ethics, 11*(3), 36-48.

Wojcik, J. (2014). Showing women the view from the top. *Business Insurance, 48*(25).

Workman, J. L. (2015). Parental influence on exploratory students' college choice, major, and career decision making. *College Student Journal*, (1), 23.

APPENDIX A

PARTICIPANT INVITATION

Dear_____,

I would like to extend an invitation to you to participate in a research study exploring the career trajectories of women in leadership roles in government agencies and nonprofit organizations delivering leisure and/or human services.

This study will involve conducting face-to-face interviews with a select number of individuals occupying leadership roles. We are seeking participants that meet the following criteria:

1. The participant must be of the female gender;

2. The participant must currently hold a full-time position in either a nonprofit organization or a governmental agency;

3. The position held must be a top management or senior-level position within the organization or agency;

4. The participant must work for a nonprofit or government organization within the eastern region in the state of Iowa; and

5. The participant must be willing to partake in an interview process.

Length of interviews will be approximately 45 minutes to one hour and will be audio-recorded. Participating in the study is on a volunteer basis and there is no compensation for volunteering. All interviews will maintain the confidentiality of participants.

Please contact me by telephone or email if you meet the criteria above and are interested in participating in this study. I can be reached by telephone at 601-347-3389 or email at stevejag@uni.edu.

Kind regards,

Jennifer Stevens, CNP
Graduate Research Assistant
Institute for Youth Leaders
University of Northern Iowa

APPENDIX B

PARTICIPANT INFORMED CONSENT

THE UNIVERSITY OF NORTHERN IOWA
HUMAN PARTICIPANTS REVIEWS
INFORMED CONSENT
Interview

Project Title: Career Development and Trajectories: Women in Senior-Level Management Positions in Nonprofit Organizations & Government Agencies

Name of Investigator: Jennifer Stevens

Invitation to Participate: You are invited to participate in a research project conducted through the University of Northern Iowa. The University requires that you give your signed agreement to participate in this project. The following information is provided to help you make an informed decision whether or not to participate.

Nature and Purpose: The purpose of the study is to explore the career trajectories of females in leadership roles in government agencies and/or non-profit organizations delivering leisure and/or human services. This study seeks to determine themes, which have influenced the career trajectories of selected females in leadership roles.

Explanation of Procedures: Face-to-face interviews will take place at the participant's organization. The interviews will be approximately 45 minutes and will be audio-recorded and transcribed by the researcher. During each interview, the researcher will take personal notes to supplement audio-recorded interviews. Interview questions are based on the topic of career trajectory, the path the participant took to reach their current position, and any obstacles that may have arisen along the way. Audio recordings will be stored on a password protected computer until the researcher has completed her research and thesis. Only the research team will have access to the data collected from this interview. Once the researcher has completed her research and thesis, the data will be destroyed.

Discomfort and Risks: There is the possibility of emotional discomfort. Interview questions are based on background, education, professional experiences, opinions of women in leisure and human services, and future career aspirations. These types of questions may bring to surface some negative past experiences. If any of the questions are too intrusive, you may choose to not answer them.

Benefits: There are no direct benefits to the participant. However, the information gained from this interview will help researchers understand what has influenced the chosen career trajectories of women in leisure and human services. This information may also encourage women to enter these fields and/or aspire to higher leadership positions.

Confidentiality: Information obtained during this study, which could identify you, will be kept strictly confidential. Pseudonyms will be used to protect your identity and the name of the organization with which you are associated will not be disclosed. Quotes from this interview may be used in the researcher's thesis and presentations. The information on average or typical responses may be published in an academic journal or presented at a scholarly conference.

Right to Refuse or Withdraw: Participation in this study is completely voluntary. You are free to withdraw from participation at any time or choose not to participate at all. By doing so, you will not be penalized.

Questions: The investigator will answer any questions you have about participating in the study. If you desire information in the future regarding your participation or the study in general, you may contact Jennifer Stevens (Investigator) at 601-347-3389 or Dr. Christopher Edginton (Advisor) at 319-273-2840. You can also contact the office of the Human Participants Coordinator, University of Northern Iowa, at 319-273-2748, for answers to questions about rights of research participants and the participant review process.

Conclusion: You are fully aware of the nature and extent of your participation in this study as stated above and the possible risks arising from it. You hereby agree to participate in this project and acknowledge that you have received a copy of this consent statement. You are 18 years of age or older.

_____ _____
(Signature of participant) (Date)

_____
(Printed name of participant)

_____ _____
(Signature of investigator) (Date)