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# The Glass Ceiling: Examining Leadership Perceptions within the Domain of Athletic Administration

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## **Abstract**

The "glass ceiling" is a metaphor for examining gender disparities between men and women within the workplace. The disparity is particularly dominate in the domain of athletic administration. This study evaluates specific leadership characteristics and their relationship to gender stereotyping. It also examines perceptions that individuals have on leadership based off because athletic administration is specifically a male dominated domain there appears to be discrimination against women inducing a gender gap, and stunting their advancement into top level managerial positions.

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Tsai-Sham Shen

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THE GLASS CEILING: EXAMINING LEADERSHIP PERCEPTIONS WITHIN  
THE DOMAIN OF ATHLETIC ADMINISTRATION

By

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The Glass Ceiling: Examining Leadership Perceptions within The Domain of Athletic Administration

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THE GLASS CEILING: *EXAMINING LEADERSHIP PERCEPTIONS WITHIN THE DOMAIN OF ATHLETIC ADMINISTRATION*

*Brittany J. Galloway*

*Tsai-Shen Shan, Ph.D, Mentor*

**Abstract**

The “glass ceiling” is a metaphor for examining gender disparities between men and women within the workplace. The disparity is particularly dominant in the domain of athletic administration. This study evaluates specific leadership characteristics and their relationship to gender stereotyping. It also examines perceptions that individuals have on leadership based off because athletic administration is specifically a male dominated domain there appears to be discrimination against women inducing a gender gap, and stunting their advancement into top-level managerial positions.

*Key Words: glass ceiling; gender stereotyping; discrimination; leadership; athletic administration*

### **The Glass Ceiling: Examining the Advancement of Women within the Domain of Athletic Administration**

The under-representation of women in administrative positions in sport is habitually referred to as the “glass ceiling” (Stockdale & Crosby, 2004). The lack of women holding leadership positions within the domain of athletic administration is not new to the global business world. The idea of “glass ceiling” describes the invisible, but very prevalent, roadblock that limits the upward and onward progression of women within the workplace. The glass-ceiling concept claims that such discrimination increases as people ascend in the hierarchy (Wright, Baxter, & Birkelund, 1995). Women’s presence in top-level managerial positions within organizations today is far from where it needs to be. According to Heller and Stepp (2011), given the greater number of women receiving degrees and representing the majority of graduates in the major countries in the world, women still represent only 6% of executives in the largest companies.

Several researchers have noted that, the under-representation of women in top-level managerial positions in corporate America has been examined from the perspective of the gender role theory. This includes the examination of managerial roles being gendered as masculine roles and attitudes towards women managers are negative due to gender stereotyping (Atwater, Brett, Waldman, DiMare, & Hayden, 2004; Eagly & Karau, 2002; Powell, Butterfield, & Parent, 2002). Perceptions and stereotypes, true or false, perpetuate the reality of the glass ceiling as a distinct barrier. According to the Federal Glass Ceiling Commission (1995), perceptions are what people believe and people translate their beliefs into behaviors attitudes and biases. Perceptions affect how subordinates view leaders and managers. Leadership characteristics are not always explained by past qualifications or experience but often by stereotypes made based off of gender.

These stereotypes become more pervasive and ubiquitous within male dominated domains specifically within the domain of athletic administration.

This study will examine the glass ceiling in relationship to leadership characteristics. Also discussed will be the concept of gender disparities throughout the domain of athletic administration and the negative effects that stereotypes have on a woman's advancement in top-level managerial positions. The purpose of this study is to examine the effects of gender stereotyping and discrimination against women in their attempt to shatter the "glass ceiling." Although the notion of "glass ceiling" has been recognized in countless working environments such a phenomenon still exists, regardless of a woman's aptitude.

### *Glass Ceiling*

The concept of the glass ceiling was brought to the forefront and recognized as an American social issue and trend in 1986. The Wall Street Journal published an article describing the imperceptible barriers that women confront as they approach the top of the corporate ladder (Federal Glass Ceiling Commission, 1995). The glass ceiling notion also implies that gender disparities are more prevalent at the top of hierarchies than at lower levels and the disadvantages become shoddier as a person's career continues (Cotter, Hermsen, Ovadia, & Vanneman, 2001). The Federal Glass Ceiling Commission (1995) described the idea of the glass ceiling as an artificial barrier to the progression of women and minorities.

The barrier reflects discrimination, the unequal and differential treatment of a group of individuals; in this case discrimination is specifically referring to women and minorities. Lapchick (2011) reported that Amy Trask the president and Chief Executive Officer (CEO) of the Oakland Raiders remains the only female president and CEO of a team in the National Football League (NFL), a position that she has held since making history in 2005. Also noted is that there

has never been a person of color serving as president or CEO of a team in the history of the NFL.

Past experience and knowledge are seen as being invalid and frivolous when it comes to the glass ceiling. According to Cotter et al. (2001), the glass ceiling is a job inequality that is unexplained by a person's past 'qualifications or achievements' these are to be considered labor market discrimination. Also the authors note that the glass ceiling disparities are not explained by job related characteristics of the employee but by gender differences.

The glass ceiling metaphor is not just a depiction or example based on the fact that there are disproportionately few women holding leadership positions at the top of organizations. It is a reality for women indicating no matter how much education or experience a woman receives there is a great chance they will never achieve their highest professional aspirations. "The glass ceiling contradicts the nation's ethic of individual worth and accountability, the belief that education, training, dedication and hard work will lead to a better life," (Federal Glass Ceiling Commission, 1995, p 17). By casual surveillance there is a cultural belief that women are not "supposed" to be in top-level power positions. At the uppermost level of business there is certainly a barrier seldom penetrated by women, (Federal Glass Ceiling Commission, 1995). As men advance into top-levels of administration within athletics obstacles do increase but are limited, for women due to gender-discrimination and stereotyping there are no obstacles there are barriers that are rarely penetrated. "Despite identical education attainment, ambition, and commitment to a career, men still progress faster than women" (Federal Glass Ceiling Commission, 1995, p.23). Burton and Parker (2010) have noted that it is more problematic for women than for men to be promoted up levels of authority hierarchies within workplaces. They added by explaining that women face more adversity comparative to men as they progress up the corporate.



### *Leadership*

Leadership is a greatly desired and valued action and behavior not just a title or position. “Leadership is a process whereby an individual influences a group of individuals to achieve a common goal” (Northouse, 2012, p. 5). According to Northouse (2012), there are four aspects of leadership; the author describes leadership as a process that involves influence, attention to common goals, and occurs in groups. Leadership and management have similar components; both involve working with individuals or groups of people and accomplishing sought-out goals. Leadership and management complement one another. For example, leadership creates visions and clarifies a larger picture, influencing and empowering subordinates to commit to the goals. On the contrary management is more detail and position oriented. Management plans and allocates monetary resources for the leader’s aspired vision, and also establishes rules, while creating incentives for subordinates.

If a person, male or female, possess both leadership and management qualities, and effectively executes both commodities, then there should be no reason or doubt that they are the qualified person to lead and manage on a top-level of any organization or business. Actions and characteristics of leadership are not defined or depicted by a person’s gender but by their ability to embrace leadership as a process, influence subordinates and others, to promote attention to common goals, and to work in groups.

### *Women in Leadership*

Women within leadership roles face many more barriers as oppose to men. Societal norms expect women to take care and men take charge. Women comprise a slight portion of male-dominated groups and are viewed as tokens on behalf of all women; they experience major

pressure as their highly visible performance is examined and they are perceived through a gendered-stereotyped lens (Northouse, 2012).

In addition to the glass ceiling women in leadership positions also incur the glass wall and glass cliff. Subsequent to breaking the first glass barrier, women, however, unexpectedly encounter another transparent barrier. Women in contrast to men encounter a wall of tradition and stereotypes that separates them from top-level managerial positions. The "glass wall" is an inherent result of the glass ceiling: this refers to a lateral move within an organization or to another organization, undertaken as a catalyst to further promotion for males success within the domain of business (Davis, & Woodward, 1995). "The metaphor of a glass wall relates to the concept of occupational segregation. The metaphor also refers to lateral barriers that prevent employees from seeking the kinds of jobs that lead to promotions" (Browne & Giampetro-Meyer, 2003, p. 13). An example of the glass wall would be if a woman is seeking to obtain a top-level financial or administrative position but she gets placed into a human resources position because the job is perceived as being feminine based. When employers or managers refuse to extend job opportunities and promotions to women, these employees are experiencing a glass wall. They can see the thousands of jobs on the other side within reach but women simply cannot access them.

Correlated with the glass wall comes the glass cliff, the glass cliff occurs when women are promoted to high positions but these positions endure greater risk and chance of failure. For instance Laurel Richie was recently named the Women's National Basketball Association's (WNBA) president. With the WNBA's television rating hitting a drastic low, the monetary value of the league steadily declining and the lack of a large scale consistent fan base, Richie's position

is at a higher risk of failure, as oppose to if she was to be hired as the new president of the National Football League (NFL).

Stereotyping is an omnipresent barrier blocking women's advancement within top levels of athletic administration. "Stereotypes are probabilistic beliefs people use to categorize other people. Stereotypes often generate erroneous generalizations about women and people of color. An example of a stereotype that affects women managers is the often-perceived notion that women should be submissive rather than assertive. People assign characteristics to groups or individuals from past occurrences or history itself. If top-level management treats subordinates or managers a certain way based upon stereotypical or discriminatory beliefs biases are formed. These biases exclude and disregard certain groups or individuals from advancement into future top-level managerial positions. "This group level of biases can be found to negatively impact women much more than men. If a woman is also a person of color, she faces not just one level of inequality, but two" (Garica, 2009, p.7). Women of color encounter a concrete ceiling in result to inequality and stereotypical beliefs (Catalyst, 1999). Discrimination in male-dominated settings occurs through blatant and subtle stereotyping, questioning of women's competence, sexual harassment, and social isolation (Fagly & Carli, 2003).

The view and expectation of effective leadership entails assertiveness, aggressiveness, and independence, all of which are recognized as masculine characteristics. Women are expected to be light-hearted, dependent and nurturing. Researchers have noted that people associate masculine characteristics with successful managers (Burton & Parker, 2010; Frey, James, & Eitzen, 1991).

It is highly recognized that stereotyping is a negative influence on women's career advancement. Women who behave in a confident, aggressive, independent manner are seen as

behaving incongruous to their societal norms (Burton & Parker, 2010). Males that come off as a strong leader to their organizations are often seen as being direct but females who possess this same strong leader mentality are seen as being punitive. In a meta-analysis comparing female and male leader's effectiveness, men and women were equally effective leaders. I was also mentioned that there were specific gender differences indicating that women and men were more effective in leadership roles that were congruent with their gender (Eagly, Karau, & Makhijani, 1995). In other words women are not expected to excel nor be successful within male dominated domains; an example would be athletic administration. Because of discrimination and stereotypical perceptions women are often overlooked for opportunities of advancement to top-level management.

Eagly and Carli (2003) raised the opinion that easing this quandary of role congruity requires that female leaders behave tremendously competently while reassuring others that they conform to the expectations concerning appropriate female behavior. The double standard requirement to display extra competence makes it especially difficult for women to gain recognition for high ability and outstanding achievements. Many of the hardships that women encounter derive from the incongruity of the societal expected norms of the female gender role and leader's roles. *Figure 1.1* gives a depiction, of characteristics that individuals believe males and females should portray in order to be an effective leader based on gender. The masculine sub roles are often what people perceive and expect effective leadership to entail.

Figure 1.1 Managerial Subroles as More Masculine and More Feminine (Atwater et al., 2004)

<u>Managerial Subroles</u>	<u>Managerial Subroles</u>
<i>Feminine</i>	<i>Masculine</i>
Developing and mentoring	Problem Solving
Recognizing and rewarding	Disciplining
Communicating and informing	Delegating
Motivating and inspiring	Strategic decision making
Planning and organizing	Allocating resources
Supporting	Punishing
Providing corrective feedback	

“Another oft-cited barrier to women’s advancement is the presumed gender difference in commitment to employment and motivation to lead. However research indicates that women show the same level of identification with commitment to paid employment roles as men do, and both women and men view their roles to be secondary to their roles as parents and partners” (Northouse, 2012, pp. 356-357).

Researchers and managers have proposed that women managers may contribute particularly in the following important aspects: communication and cooperation, affiliation and attachment, power and intimacy and nurture. According to Grant (1988), women often have a different attitude toward power compared to men. “For example, women are more likely to take an informal, as opposed to an official leadership role in organizations, and use terms such as facilitator or organizer instead of leader” (Northouse, 2012, p. 357). Effective leadership is not

noted by gender but by an androgynous mixture of traits including intelligence, social skills, initiative, and the ability to persuade (Northouse, 2012).

### *Women in Sports Administration*

One of the objectives of the feminist movement was for women to attain equal levels of participation in historically male dominated realm of social life (Hanis-Martin, 2006). Athletic administration embraces an eclectic skill set associated with leading, directing, finance budgeting, and evaluating within the context of an organization whose primary product or service is related to sport. Top-level managerial and leadership positions include: Executive Chief Officer, Owner, General Manager, Executive Director, Vice Presidents, President and Athletic Director.

According to Burton and Parker (2010), despite the large number increase of women participating in sports since the passage of Title IX, there is continued evidence of a decline in women's roles within athletic administration programs causing a gender gap, enhancing the gender disparity notion. On a professional level women have remained factually underrepresented in these administrative management and leadership positions within sport (Lapchick, 2009).

Take a slight moment to observe and analyze the Chief Executive Officers and owners of all professional athletic organizations. The domain of athletics in the United States of America remains troublesome and static for women seeking to advance up the corporate ladder seeking managerial positions (Moore, Parkhose, & Konrad, 2001). Lapchick (2009) reported the number of CEO's and presidents within the National Basketball Association (NBA) women only hold 0% of those positions, only 1% within The National Football Association (NFL) and another mere 1% in Major League Baseball (MLB) maintained managerial positions. Acosta and Carpenter

(1996) specified that only 18% of female sport programs at the National Collegiate Athletic Association's (NCAA) Division I institutions were led by women. Although one may think this is only an issue in the United States, the discrimination and plight of women in the top-level athletic directorial positions is a worldwide trend. Women only represent 36% of the commissioners for the Australian Sports Commission and less than a third of the council members in Sport England (Cunningham, 2007). The glass ceiling is a global controversy, well identified internationally.

Through time, research and awareness the glass ceiling is becoming less of a burden for women. According to Lapchick's report in the year of 2011, women are holding more leadership and top-level managerial positions including vice presidents, executive directors and presidents, the statistic prove it. Within the National Basketball Association (NBA), women only hold 27% of managerial positions, only 21% within The National Football Association (NFL) and 18% in Major League Baseball (MLB), with Pam Gardner the President of Business Operations for the Houston Astros as the only female CEO and President in MLB. There is no person of color as either CEO or team President of an MLB team (Lapchick, 2011). Although there are still few CEO's and owners that are women they are advances in top-level managerial positions, which essentially gives women a greater opportunity to one day, become a CEO or owner of a professional organization.

The traditional, stay at home inferior to men woman figure is gradually fading, soon to be obliterated. Statistics validate that women held only 18% of managerial and administrative positions in the United States in 1972 (U.S. Bureau of Labor Statistics, 1982). By 2002 that percentage had increased to 46% (Eagly & Karau, 2002). Despite the increase, men far more than women, occupy positions that have the authority to make decisions and the capacity to impact subor-

dinates salary and advancements (Smith, 2002). Although there have been improvements there is still a lot of work and research to be done on the gender disparities.

Gender-based discrimination towards women in leadership positions within the domain of athletic administration is highly prevalent and wide spread. "Think manager, think male" is still often the mindset of both women and men when referring to male-dominated working environments (Schein, 2001). Burton and Parker (2010) went on to add that women may experience discrimination in sport organizations at the very onset of their careers as a result of gender stereotyping.

The power of the male dominated mentality in sport has been pervasively galvanized all throughout the domain. Its influence on keeping women within margins of sport has been well established (Coakley, 2009). The inclination of men in top level managerial positions within an athletic organizations has successfully established an old boys' network to which women have been prohibited or have had limited access (Burton & Parker, 2010). The lack of networking, resources and proper guidance has hindered women and their advancement in sport administration.

Women are viewed as less reliable leaders within athletic administration because of stereotypical perceptions and judgments concerning abilities and experience. The misperceptions conveyed in regard to a woman's capability have stunted professional and career advancement into top-level managerial positions.

When asked about the most significant barriers to their advancement in athletic administration, women reported that within their roles as athletic administrators they have experienced negative perceptions about their knowledge of intercollegiate athletics, questions regarding their ability to be effective leaders and a lack of respect.



(Burton & Parker, 2010, p. 4)

Top-level managerial positions continue to be maintained by men who have encountered few if any gender roadblocks while advancing within the domain of athletic administration. Researchers have identified and proven that gender is a barricade that prevents women from advancing vertically through the levels of hierarchy into a top-level leadership position within professional athletic administration (Burton & Parker, 2010).

### ***Charismatic Leadership Style Challenging the Glass Ceiling***

Ricketts (2009) found that effective leadership often relies upon certain traits held by the leader. "Charismatic leaders differ from other leaders by their ability to formulate and articulate an inspirational vision. Their behaviors and actions which foster an impression that themselves and their mission are extraordinary" (Conger, Kanungo, & Menon, 2000, p.747). Charismatic derives from charisma, which describes a person possessing a special talent. With this talent a person can accomplish extraordinary achievements. Charismatic leadership can be characterized by a greater reverence, trust, and satisfaction for a leader. It is also can be characterized by creating a heightened sense of collective identity, perceived group task and feelings of empowerment (Conger et al., p.747). Charismatic leaders act in distinctive ways that have precise effects on how their followers are affected. Below in *Figure 1.2* charismatic leadership is overviewed the figure describes personality characteristics, behaviors and effects on followers.

*Figure 1.2 Personality Characteristics, Behaviors, and Effects on Followers of Charismatic Leadership (Northouse, 2012, p. 188)*

<b>Personality Characteristics</b>	<b>Behaviors</b>	<b>Effects on Followers</b>
Dominant	Sets strong role model	Trust in leader's ideology
Desire to influence	Shows competence	Belief similarity between leader and follower
Self-confident	Articulates goals	Unquestioning acceptance
Strong moral values	Communication high expectations	Affection toward leader
	Expresses confidence	Obedience
	Arouses motives	Identification with leader
		Emotional Involvement
		Heightened goals
		Increased confidence

There have been several studies conducted on Charismatic Leadership utilizing The Conger-Kanungo model of charismatic leadership scale (CK-CLS). The CK-CLS measures the follower effects distinguished by reverence, trust, and satisfaction with their leader by a heightened sense of collective identity, perceived group task performance and feelings of empowerment. It also measures leadership skills assessing Strategic Vision and Articulation, Personal Risk (PR); Sensitivity of the Environment; Sensitivity to Member Needs and Unconventional Behavior (see appendix A).

One's sex does not determine if an individual is a successful leader, on the contrary, holding a leadership position within the domain of athletic administration often is determined by individual's sex. What makes a great leader, which is credible and can empower a sport organization to challenge the status quo and align the vision of all employees to advocate the greater good of the organization essentially creating a collective identity to achieve unthinkable task? Does the ones sex have an effect on their leadership credibility within the domain of athletic administration? The invisible barrier also known as the glass ceiling is increasingly being

examined, identified, challenged, and tested by researchers. It is prevalent within athletic administration because of expected gender roles, gender discrimination, and stereotypes. Females are continuously being devalued as leaders, particularly in the field of athletics.

However, researchers have suggested new leadership paradigms that have challenged the traditional societal norms. The paradigms have become viral in corporate America and athletic administration. For example as previously discussed charismatic leadership a newly established

If practitioners apply gender roles with these pervasive leadership approaches it is noted that females leadership characteristics identify more with the effective leadership style than males. This notion indicates that women are just as capable as men to be leaders in athletic administration. In present times, everyone knows that there should not be gender discrimination the mass media frequently reports there are female leaders in top level managerial positions yet what are people's perceptions of those female leaders? There is a demand for more research to examine people's perceptions that is reinforced by the glass ceiling in athletic administration.

There is a need for research that will factually illustrate the relationship between gender stereotyping and the gender gap within leadership positions. Furthermore researchers must bring an awareness of the inequalities that women of color endure. The inequality is more troublesome and static than the glass ceiling. Women of color face the concrete ceiling preventing them from even seeing the opportunity that they are being deprived from. Eventually future research will help us identify the disguised glass ceiling and advocate for a change. We should all be mindful of the existence of the invisible yet prevalent barriers and be willing to overcome them. Results of this research could lead to the alleviation of the glass ceiling and the concrete ceiling within the domain of athletic administration.

*Justification for The Study*

History will not repeat itself this time around. In congruent to the early 20<sup>th</sup> century woman; washing dishes, folding clothes, and taking care of the household is no longer a woman's only claim to fame or most esteemed aim. The traditional, stay at home, inferior to men, woman figure, is gradually fading, soon to be obliterated. Theoretical and empirical evidence exists indicating the importance and need for development of a standardized, psychometrically that incorporates leadership characteristics, how followers perceive the characteristics and are affected, also how ones sex influences the followers' perception. From a theoretical perspective, "women held only 18% of managerial and administrative positions in the United States in 1972, by 2002 that percentage had increased to 46%,"( U.S. Bureau of Labor Statistics, 1982; Bagly & Karan, 2002). Although the notion of "glass ceiling" has been acknowledged in countless working environments such a phenomenon still exists, regardless of a woman's capability.

Systematic research is not required to notice that there are much larger quantities of bottom level supervisors as women than men, not because of leadership characteristics but because of their gender or sex. So when one wants to examine how their leaders affect followers it is crucial to identify how sex plays a role in the perception of followers. Empirical research is found in numerous areas like the Conger-Kanungo Charismatic Leadership Survey (CK-CLS) and the Empowering Leadership Questionnaire (Arnold, Arad, Rhoades, & Drasgow, 2000), both utilize a survey to measure on scale how individuals view leadership and how the followers are affected. CK-CLS and the Empowering Leadership Questionnaire (EL-Q) ignores the component of sex both surveys fails to recognize the sex of the leader, essentially leaving out details on how the employees and their collective identity that follow under the leadership are

affected by the component. As stated above identifying the leader's sex will provide ample detail on how individuals perceive leaders and if in fact sex-discrimination and stereotyping plays a role in the perception and causes the "glass ceiling."

### *Hypothesis*

H: Women leaders/managers will be perceived as less credible and capable of being leaders within the domain of athletic administration despite their aptitude but because of gender stereotyping

## **Methods**

### *Participants*

There were 74 participants measured throughout the study, all of which were Eastern Michigan University undergraduate students. One case was dropped due to the incompleteness of an instrument, leaving 73 instruments to assess. Out of the 73 participants 36 were female and 38 were male. The average age of participants was 22.77. The ethnicity of a majority of the participants was Caucasian. See figure 1.3 for Descriptive Statistics; 1.4 Gender Statistics and 1.5 for Ethnicity Statistics.

*Figure 1.3 Descriptive Statistics*

<b>Descriptive Statistics</b>					
	<b>N</b>	<b>Minimum</b>	<b>Maximum</b>	<b>Mean</b>	<b>Std. Deviation</b>
Age	74	18	44	22.77	4.712
Gender	74	1	2	1.51	.503
Ethnicity	74	1	4	1.47	.815
Leadership	73	32.00	157.00	103.7534	25.19082
Empowerment	73	2.00	14.00	8.1507	2.55316
Alternative	74	2.00	12.00	7.9730	2.32893
Valid N (listwise)	73				

*Figure 1.4 Gender Statistics*

Gender				
	Frequency	Percent	Valid Percent	Cumulative Percent
1	38	48.6	48.6	48.6
Valid 2	38	51.4	51.4	100.0
Total	74	100.0	100.0	

*Figure 1.5 Ethnicity Statistics*

Ethnicity				
	Frequency	Percent	Valid Percent	Cumulative Percent
1	50	67.6	67.6	67.6
2	17	23.0	23.0	90.5
Valid 3	3	4.1	4.1	94.6
4	4	5.4	5.4	100.0
Total	74	100.0	100.0	

*Procedure*

Structural comparison will be used to examine the direct and indirect effects of leadership within the domain of athletic administration and behaviors on follower effects.

The participants will be asked to answer a questionnaire assessing the leader and/or supervisors, which will be administered after viewing a video clip that will depict the behaviors of an ardent successful leader. There will be four video clips shown, one to each undergraduate communication course. The participants will be manipulated on four conditions.

Condition 1: African American female actor

Condition 2: Caucasian female actor

Condition 1: African American male actor

Condition 2: Caucasian male actor

The actors will be demonstrating the same scenario from an identical script displaying the same leadership characteristics. The actors are top executives for the Detroit Tigers and they are staged to be holding a business meeting discussing future planning. Throughout the meeting they will be demonstrating charismatic leadership behaviors. The purpose is to essentially determine if an individual's sex, ethnicity and/or gender has an effect on how one views them as a leader and if they are perceived as a credible source within the domain of the athletic administration. All participants were fully conditioned, under *Condition 1* there were 31 participants; under *Condition 2* there were 18 participants; under *Condition 3* there were 15 participants and under *Condition 4* there were 10 participants, totaling 74 total participants. See figure 1.6 Participant Statistics.

*Figure 1.6 Participant Statistics*

	Version			
	Frequency	Percent	Valid Percent	Cumulative Percent
1	31	41.9	41.9	41.9
2	18	24.3	24.3	66.2
Valid 3	15	20.3	20.3	86.5
4	10	13.5	13.5	100.0
Total	74	100.0	100.0	

*Instrument*

The original Conger-Kanungo (2000) charismatic leadership survey assessed the follower effects distinguished by reverence, trust, and satisfaction with their leader by a heightened sense

of collective identity, perceived group task performance and feelings of empowerment. This study is an example of descriptive research providing a survey questionnaire for participants to answer. When assessing experiences and reactions it is best to administer surveys to measure continuous variables that can take on any value along a scale. For instance the CK-LS survey is on a “6 point ‘strongly agree’ to ‘strongly disagree’ response format for focus measures. This is an example of a close-ended question, not open for any response or explanation just the direct answer.

The Conger-Kanungo charismatic leadership survey has six domains and scales using an even numbered summated scale “1” indicating strongly agree and “6” indicating strongly disagree, this an example of an operational definition, explaining how the survey is being measured.

For this study the CK-CLS has been modified to fit this current research. There are 38 questions in whole; part 1 possesses 35 questions addressing leadership, the instrument uses an even numbered summated scale “1” indicating strongly agree and “6” indicating strongly disagree. Part 2 possesses three questions measuring demographics age, ethnicity and gender.

Part 1 of the instrument will include the assessment of leadership within the domain of athletic administration measuring four other variables: leadership, empowerment, concern, and alternative leadership approaches. Part II will contain the demographic items. The Cronbach Alpha = .92, *see figure 1.7 Reliability Statistics*

*Figure 1.7 Reliability Statistics*

Reliability Statistics	
Cronbach's Alpha	N of Items
.924	35



A confirmative factor analysis was performed to identify the factors within the instruments items. 25 items are categorized as leadership factor items and two items are categorized as empowerment, two items are described as alternative forms of leadership and one single item is categorized as concern. Five items were dropped due to a lack of conceptual meaning. See appendix B "Questionnaire," to view the instrument.

### *Manipulation Check*

A T-test was performed to see if there is a difference between Caucasian and African American females in terms of leadership and the participant's perception of their capability. The results showed that there is no substantial difference. Meaning that ethnicity had no influence on the way participants viewed the female leaders' leadership capabilities.

African American woman leader ( $M = 104.57, SD = 25.84$ )

Caucasian woman leader ( $M = 97.06, SD = 25.93$ )

Another T-test was performed to see if there is a difference between Caucasian and African American males in terms of leadership and the participant's perception of their capability. The results showed that there is a significant difference. Meaning that one's ethnicity did in fact influence the way participants viewed the male leader's leadership capabilities.

$(t = -2.61, p < .05)$

Caucasian Male leader ( $M = 121.30, SD = 20.17$ )

African American Male leader ( $M = 98.47, SD = 22.22$ )

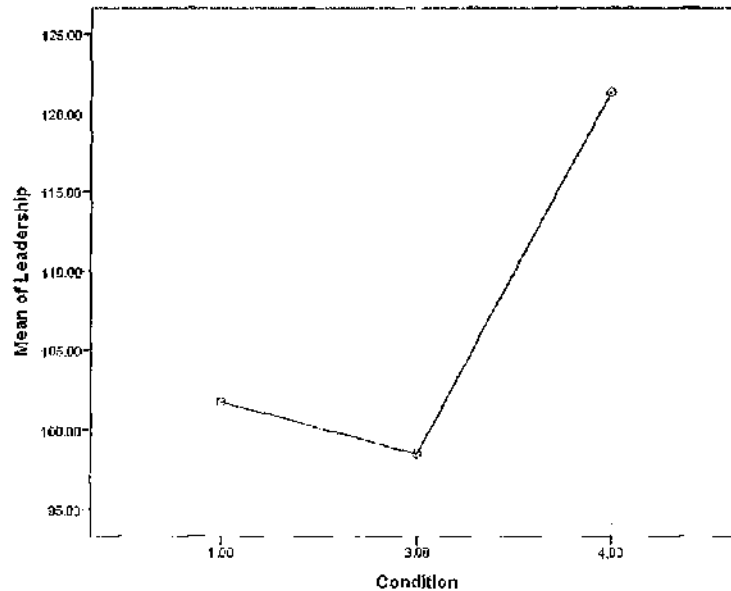
### ***Results***

Due to the significant difference between the two male leaders regarding their ethnicity and leadership capabilities, an ANOVA was performed to compare the differences among female leaders (both Caucasian and African American), the Caucasian male leader, and the African

American male leader. The results produced a significant difference, ( $F(2) = 3.08, p < .05$ ). Post Hoc test showed that female leaders ( $M = 101.75, SD = 25.86$ ) received significantly lower rates in leadership than Caucasian male managers ( $M = 121.30, SD = 20.17$ ). When female leaders were compared to African American male leaders ( $M = 98.47, SD = 22.22$ ) in regard to leadership and their credibility it was found that there were not any major differences, signifying that both female leaders and minority leaders were rated significantly lower than Caucasian male leaders. See figure 1.8 for descriptive results of the conditioned participants. Below in figure 1.9 you will find the mean score of leadership for female leaders (African American and Caucasian combined), African American male leaders, and Caucasian leaders.

*Figure 1.8 Results*

		Condition			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	49	66.2	66.2	66.2
	3.00	15	20.3	20.3	86.5
	4.00	10	13.5	13.5	100.0
	Total	74	100.0	100.0	

*Figure 1.9 Results Mean*

### Discussion

The original purpose and notion of the study was to find out how prevalent the “glass ceiling,” is within sports management, and recognize that it exist because of false perceptions and not because women actually lack leadership capabilities. Yet it was found that the “glass ceiling,” not only applies to women but it also applies to African American men. Caucasian males continue to dominate the domain of athletic administration. Systematic research supports the notion of the glass ceiling giving the concept validity and credibility. Research has found that “over the last decade 95-97 percent of senior managers, vice presidents and above were men” (Federal Glass Ceiling Commission, 1995, p.22).

Gender discrimination is evident in the workplace and prevailing. “Corporate leaders surveyed and women and minorities participated in focus groups, researchers, and government officials, all agree that a glass ceiling exist and that it operates substantially to exclude minorities

and women from top levels of management” (Federal Glass Ceiling Commission, 1995, p.217). Top-level officials, researchers and subordinates acknowledge the glass ceiling. In contrast to the generalized definition of the concept, the glass ceiling is not invisible, it is clear in existence and recognized as a social issue.

It is also found that women and minority men leaders experience not only the “glass ceiling but also the “glass wall.” The “glass wall” is an inherent result of the “glass ceiling: this refers to an lateral move within an organization or to another organization, undertaken as a catalyst to further promotion for males success within the domain of business, (Davis & Woodward, 1995).

The “glass wall” prevents women and minority men from entering the elite circle of senior management in the work place also known as the “good ole boys club”; in other words, the core of management leaders who possess the utmost power. The “good ole boys club usually consist of Caucasian males, who come from a lineage of wealth or prestige. Because of the “good ole boys club,” women and minorities are kept on the margins of organizations, holding little to none of any top leadership positions and because of this notion individuals feel as though both women and minority men are incapable of possessing any type of leadership positions.

There is a need for more research that will factually illustrate the relationship between gender stereotyping and the gender gap within leadership positions. Furthermore researchers must bring an awareness of the all of the inequalities that not only women face but also the disparities that men and women of color endure. The inequality is more troublesome and static than the glass ceiling. Women and men of color face the concrete ceiling preventing them from even seeing the opportunity that they are being deprived from.

*Limitation and Future Direction*

Throughout this study the MAXMINCON concept was implemented by first MAXimizing the different levels among by the independent variable by having the questionnaire being sectioned off by titles, allowing participants to clearly recognize the different portions. Also we MINimized the potential measurement error by testing the reliability through statistics and inter-correlations. As far as delimitation, hoping to CONTROL the extraneous variables the we decided to have all actors under each condition have the exact same phrases, apparel and speak directly to the same supports, in an attempt to make every scene identical. Although the concept of MAXMINCON was implemented there still were extraneous variables and limitations that were not to addressed during the study.

Extraneous Variables are undesirable variables that affect the relationship between the variables that an experimenter is examining. In this case, the extraneous variables would be the physical appearance of the actors some looked older in age and others looked younger in age and also the location. Limitations are portions of the study that the researchers know may influence the results. For this study the limitations would be the small sample size of the participants.

Eventually with future research, researcher may want to take into consideration these limitations. Future research will add on to this study expanding the minds of individuals and will help all people identify the disguised glass ceiling and advocate for a change. We should all be mindful of the existence of the invisible yet prevalent barriers and be willing to overcome inequality as unit. Results of this research and future research could lead to the alleviation of the glass ceiling and the concrete ceiling within the domain of athletic administration.

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## Appendix: Questionnaire

This study is designed to investigate certain aspects of leadership within the domain of Athletic Administration. Therefore, I will be asking you to watch a video clip and rate the performance of the actors in the video clip. Please answer the questions based on the impression you form toward the actors and as honestly as possible. There are no "right" answers to these questions.

**Charismatic Leaders:** formulate and articulate an inspirational vision. Their behaviors and actions, which foster an impression, that themselves and their mission are extraordinary

**Part I**

Instructions: Please complete the following items about the leading actor that you have just watched from the video clip. Envision yourself as a member of the work group, being led by the leading actor, and please respond in how you feel under the certain leadership. Use the following scale and write one number before each statement to indicate your feelings.

1	2	3	4	5	6	7
Strongly disagree	Moderately disagree	Slightly disagree	Undecided/ neutral	Slightly agree	Moderately agree	Strongly agree

1. \_\_\_\_\_ I admire Him or Her as a leader.
2. \_\_\_\_\_ Sets high standards for performance by his or her own behavior.
3. \_\_\_\_\_ Encourages work groups members to express ideas/ suggestions.
4. \_\_\_\_\_ Gives all work group members a chance to voice their opinions.
5. \_\_\_\_\_ His or Her communication was very proper.
6. \_\_\_\_\_ He or She was very informing.
7. \_\_\_\_\_ Explains company decisions.
8. \_\_\_\_\_ Explains company goals.
9. \_\_\_\_\_ Explains how my group fits into the company.
10. \_\_\_\_\_ Explains rules and Expectations to my work group.
11. \_\_\_\_\_ I have great esteem for him or her.
12. \_\_\_\_\_ I feel empowered as a group member by his or her passion.

1	2	3	4	5	6	7	GLASS CEILING
Strongly disagree	Moderately disagree	Slightly disagree	Undecided/neutral	Slightly agree	Moderately agree	Strongly agree	31

13. \_\_\_\_\_ I can influence the way work is done in my department.
14. \_\_\_\_\_ Under his/her direction, I have the capabilities required to do my job successfully.
15. \_\_\_\_\_ Under his/her direction, I am inspired by what we are trying to achieve as an organization.
16. \_\_\_\_\_ Under his/her direction, I am inspired by the goals of the organization.
17. \_\_\_\_\_ I am enthusiastic about working towards the organization objectives.
18. \_\_\_\_\_ I am enthusiastic about the contribution my work makes to the organization.
19. \_\_\_\_\_ I feel like the leader cares about group members personal problems
20. \_\_\_\_\_ I think the manger treats work group members as equal.
21. \_\_\_\_\_ I feel like the leader pays attention to my work groups' effort.
22. \_\_\_\_\_ Supports my work group focus on our goals.
23. \_\_\_\_\_ Helps my work group focus on our goals.
24. \_\_\_\_\_ Helps develop good relations among work group members.
25. \_\_\_\_\_ Encourages work group members to solve problems together.
26. \_\_\_\_\_ Provides help to work group members.
27. \_\_\_\_\_ Leader has a vision, brings up ideas about possibilities for the future
28. \_\_\_\_\_ Provides inspiring strategic and organizational goals
29. \_\_\_\_\_ Generates new ideas for the future of the organization
30. \_\_\_\_\_ Takes high personal risks for the sake of the organization
31. \_\_\_\_\_ Recognizes the abilities and skills of other members in the organization
32. \_\_\_\_\_ Shows scnsitivity for the needs and feelings of the other members in the organization
33. \_\_\_\_\_ Influences others by developing mutual liking and respect.
34. \_\_\_\_\_ Expresses personal concern for the needs and feelings of other members in the organization.
35. \_\_\_\_\_ Engages in unconventional behavior in order to achieve organizational goals.

**Part II**

Finally, I would like to gather some general information from you. Please indicate the following:

36. I am \_\_\_\_\_ years old.

37. I am (check one): \_\_\_\_\_ female \_\_\_\_\_ male.

38. I am (check all that apply): \_\_\_\_\_ African-American \_\_\_\_\_ Asian \_\_\_\_\_ Caucasian  
\_\_\_\_\_ Hispanic \_\_\_\_\_ Native American \_\_\_\_\_ Other