



- **Impactful Female Leadership Teams
Within Independent Schools**

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Why I Chose this Topic

- Considered topic as a future career choice
- Witnessed the differences made by women in education firsthand



Fig. 1. (Graduate Choosing Career)

Relevance to Leadership

- Educators are frequently recruited for leadership positions
- Females are impactful in leadership positions
- Women continue to fulfill leadership roles

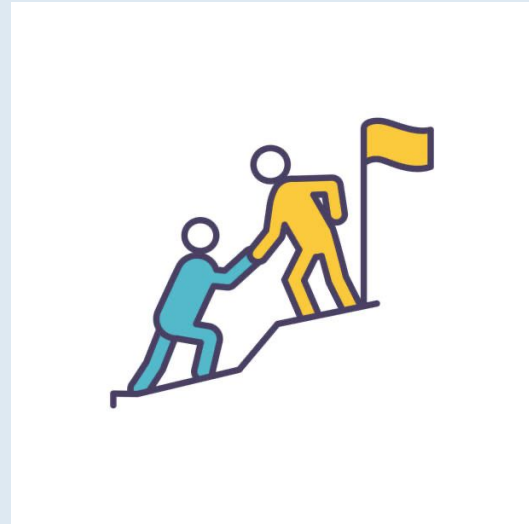


Fig. 2. (Coaching Leadership)

Secondary Research



“I think schools are reluctant to step away from the formula that has worked for generations, which is sort of the prep school model where there’s a male head.”

(King, “Breaking Through”)





Research Study

Barriers to the Hiring of Women for the Independent School Headship

Research Question 1:

- Societal Gender Bias
- Limitations
- Underrepresentation

Research Question 2:

- Gender Stereotypes
- Lack of Representation
(King, "Barriers To")





Study Conclusions

- The two main barriers for women in the pathway to leadership roles are societal gender bias and limitations
- Gender plays a role in all aspects of human experience and affects perspective
- Women experience a mix of both external and internal barriers to their advancement

(King, "Barriers To")



Study Recommendations

- Think outside of societal biases and gender stereotypes
- Conduct a similar study surrounding the perceptions of male heads of school
- Balance leadership teams and hiring committees
- Possess confidence in their own abilities and qualifications as a female candidate

(King, "Barriers To")



Types of Primary Research

5 interviews

3 surveys



Interviewees



Fig. 3. (Lauren Urban Photo)

Lauren Urban

Director of Faculty
Leadership and
Development at
Calvert Hall College



Fig. 4. (Mary Beth Lennon Photo)

Mary Beth Lennon

President of
Mercy High School



Interviewees



Fig. 5. (Malika DeLancey Photo)

Malika DeLancey
President of
Maryvale



Fig. 6. (Heather Warnack Photo)

Heather Warnack
Assistant Head of
School for
Advancement at the
Gilman School

Interviewees



Fig. 7. (Sara Rollfinke Photo)

Sara Rollfinke

Head of Upper School at
Roland Park Country School
(RPCS)





Interview Results:

General Observations Comparing Male to Female Teams

- Female teams are more collaborative
(DeLancey, Lennon, Rollfinke, Warnack, Urban)
- Male teams can be more straightforward and somewhat authoritative
(DeLancey, Urban, Warnack)
- The best leaders are more collaborative and more communicative
(Rollfinke)
- Female teams more readily defy expectations
(Lennon)



Interview Results:

Why is it Important to Have Strong Leadership in Schools?

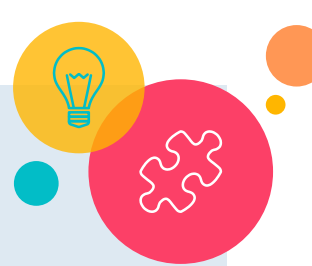
- Instills trust in the leadership team's intentions and abilities (Rollfinke, Urban)
- Defies biases against females in leadership positions (DeLancey)
- Leads the school by example (Warnack)
- Evolves the idea of leadership, allowing for various ways of change (Rollfinke, Urban, Warnack)



Survey Results



- Gender bias does exist when staffing leadership positions but rather it is subconscious
- Gender balanced teams offer more perspectives
- Communication and collaborative leaders are most effective (Fan, Calvert Hall, Maryvale, RPCS)



Recommendations for Schools and Females

- Balance hiring teams as key to strong leadership teams
- Use listening sessions as a way to hear from faculty on how to improve
- Remain confident
- Continue to use servant leadership and communication
- Communicate your concerns or challenges you may have

Thank you!

