Women in Leadership, in a Male-Dominated Field, Specifically the California Highway Patrol

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Women in Leadership, in a Male-Dominated Field,
Specifically the California Highway Patrol
A Dissertation by
Carla Tweed

Brandman University
Irvine, California
School of Education
Submitted in partial fulfillment of the requirements for the degree of
Doctor of Education in Organizational Leadership
April, 2018

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April 2018
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Specifically the California Highway Patrol
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This has been a long road and arduous path with tremendous growth for me. There were many people along the way that I want to thank. To my Bug (Brandon), Petunia (Alexandria), Peanut (Brooke), and Bear (Noah), being your mom is my greatest joy. You have each taught me so many lessons in life and having you watch me pursue my dream, I hope, taught you that anything is possible if you set your heart and mind to accomplish it.

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Thank you to my friends and family who have been on this journey with me, giving me a high five when things went well and picking me up when I needed to cry. My mom always told me “big things come in little packages” and “anything boys could do girls could do better.” This has been a mantra of mine and has helped me tremendously during my pursuit in leadership. My amazing Visalia cohort were incredible, and I have made life-long friends going through this process together. Laurie Goodman, thank you for being the best cohort mentor ever, for your mentoring, friendship, and anything else I needed. Tami, thank you for not strangling me when I would wait until the last minute to get a project done. Anne, thank you for your encouragement and help whenever I needed it. Angie, thank you for being you, letting me come to your house and work and letting me be a part of your family when I was in your home. Sumer, thank you for your unwavering friendship, pushing me when I
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ABSTRACT

Women in Leadership, in a Male-Dominated Field,
Specifically the California Highway Patrol
by Carla Tweed

Purpose: The purpose of this qualitative phenomenological study was to examine, understand, and describe the challenges women face to advance to middle management (lieutenant and captain) in the California Highway Patrol (CHP). The study focused on the individual lived experiences of female California Highway Patrol captains and lieutenants as they rose through the ranks of the CHP.

Methodology: The phenomenological qualitative methodology was utilized to understand the lived experiences of 7 female lieutenants and 5 female captains. In-depth personal, semistructured interviews were conducted to answer the research questions and subquestions. The researcher analyzed data collected and utilized NVivo to reveal patterns and themes.

Findings: The findings were identified through 28 themes and 681 frequencies among the 6 elements of the lived experiences of female lieutenants and captains on their path to leadership. Eight key findings and one unexpected finding were identified based on the frequency of references by study participants.

Conclusions: The 8 key findings were summarized into conclusions that included having advanced degrees prior to pursuing a career, having field experience prior to advancement to leadership, taking family considerations into account before joining the CHP, having mentors throughout their career, being physically and mentally prepared when entering the academy, making a difference, and building relationships throughout
their career. Additional conclusions included the politics of the promotion should apply to women and men equally, and sexual harassment should not occur nor be tolerated.

**Recommendations:** Future research should include examining the promotional process for both men and women in the CHP, replicating this study using another large law enforcement agency, studying recruitment of women in the CHP, exploring the experiences of women during the academy and their experiences during the break-in period, and researching the experiences of women concerning sexual harassment within the CHP.
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CHAPTER I: INTRODUCTION

Women have been striving for gender equality in the home and the workplace for centuries. Yet 100 years after the woman’s suffrage movement women are still underrepresented in high positions of leadership. In their book *The SeXX Factor: Breaking the Unwritten Codes That Sabotage Personal and Professional Lives*, Dr. Marilou Ryder and Dr. Judith Briles (2003) reported,

Women hold only 8 percent of the top CEO positions in the U.S. Women earn more than 50 percent of all bachelor and master degrees, and 33 percent of the master degrees are in business administration. Fewer than 10 percent of the top officers in the nation’s 500 largest companies are women. Today, women comprise less than 20 percent of the nation’s architects, 10 percent of clergy and engineers, 3 percent of technicians and 5 percent of senior management (those of the title of vice-president and above). Women comprise 83 percent of librarians, 86 percent of elementary school teachers, 88 percent of speech therapists, 94 percent of registered nurses and 99 percent of kindergarten teachers, preschool teachers, dental hygienists and secretaries. (p. 24)

Moreover, not much has changed with these percentages over the past 15 years. In her recent book *Lean In*, Sandberg (2013) reported while women are leading in educational achievement, they are still not reaching top leadership positions in any industry. Without this level of attainment, women’s voices are not being heard. In the article “Topic 3: Getting Women Into Positions of Leadership Nationally and Internationally,” Gebbie, Iraji-zad, VanPixteren, Budil, Joselyn, and McNeil (2002) asserted that women should not get top leadership positions because it is fair but rather
because women are an untapped resource for talent and innovation and most importantly they deserve to be there.

As true in many fields, law enforcement has been slow to accept women into police work. Traditionally, police work has been dominated by men. From the beginning police work has been viewed as men’s work. It was not until the late 1800s when women were brought in as matrons to help with women who had been arrested as well as with juveniles who were under arrest and entering the correctional system (Riseling, 2011; Segrave, 2014). Today, women make up 12-15% of all law-enforcement positions; however, in some departments women are still struggling to gain access to the top positions (Horne, 2006).

“The California Highway Patrol is known as one of the finest law enforcement agencies in the world” (California Highway Patrol, 2014c). The California Highway Patrol (CHP) was created in 1929 and has grown to be one of the largest agencies in the United States. It was not until 1974 when women joined the CHP during an experiment: the Women Traffic Officer project, which was an experiment that would determine whether women could perform officer duties (CHP, 2014a). Today 7% of uniformed women serve on the CHP with many of them serving in leadership positions (CHP Standings, 2014).

The commissioner of the CHP is in charge of the entire department and is appointed by the governor (Wallechinsky, n.d.). While a woman has never held the position of commissioner, the number two position, deputy commissioner, has been held by a female. Below the deputy commissioner are the 13 chiefs, of which only one female holds this position at this time. Next in rank are assistant chiefs, and of the 32 positions,
females hold a mere five. Under the rank of assistant chief is captain, and out of 85
captain positions females hold just nine. Finally, the last considered management
position is that of lieutenant, and of the 215 positions in that rank females hold 24
(CHPstandings.com, n.d.).

As these numbers demonstrate, while women in the CHP are gaining entry to
some top leadership positions, they are still underrepresented. They are also
underrepresented in law enforcement as a whole. Women continue to evolve as an
untapped resource for law enforcement in general and the CHP in particular.

Background

Women in Leadership

It took nearly 100 years for women suffragists to win the right to vote, and nearly
100 years later women are still fighting for equality. Women still do not earn the same
pay as men across the United States, earning 78 cents of the dollar a man earns
(Hegewishch & Hartman, 2014). In an article written in the Harvard Business Review,
the lack of women in leadership roles is surprising considering research that suggests
women are outperforming their male counterparts (Zenger & Folkman, 2012). Studies
show companies with female board members are performing significantly better than
those that have only male board members (Treasurer, Adelman, & Cohn, 2013).
Although there are more women in the workforce, they are still underrepresented in
leadership roles; this includes business corporations, the political sector, institutions of
higher education, and law enforcement (Chin, 2011). “The Power of Courage for
Women Leaders” best illustrated how women make up a large percentage of the
workforce yet reveal staggering statistics for women in top leadership positions (Treasurer et al., 2013):

Worldwide, women make up roughly 61 percent of the labor market and are attaining college-level degrees at a faster rate than their male counterparts. Yet women only account for about 18 percent of top leadership positions in the United States despite the fact that almost 90 percent of the general public consistently report being comfortable having women in such roles. (p. 52)

In “Women and Leadership: Transforming Visions and Current Contexts,” Chin (2011) discussed how women are still moving toward equality in the workplace and in the home. Changes in lifestyle and social roles have men sharing in childrearing and doing more of the daily household chores. Chin stated, “Many women now work outside the home: in the U.S., they comprise 46% of the work force” (p. 142).

Numerous studies focused on gender and leadership, of which many detail specific leadership traits inherent to females. Many feminists, however, believe the writings on leadership styles and attributes relating to women can be used as a rationale to exclude women, specifically in a male-dominated field. Other feminists fear the focus on the sameness of leadership style would not give credit to the relational qualities women can attribute to high performance (Eagly & Johannesen-Schmidt, 2001). During performance appraisals women are often given negative ratings while performing the same leadership styles as men (Eagly & Carli, 2007), putting women in an even more disadvantage. If women conform to social norms and are more collaborative and “soft,” they are perceived as being weak, whereas if they behave more authoritatively they are then perceived as too domineering (Chin, 2011).
The social expectation of female leaders influences women’s tendency to embrace a more collaborative and cooperative leadership style, while men often tend to embrace a more authoritative and direct leadership style (Chin, 2011). In 2013, Townsend interviewed several women in leadership roles, and when asked about their paths to their current positions, each woman mentioned getting advice from both men and women and having mentors throughout their career path. They also stressed the importance of connecting with staff and showing them they cared. There are certain aspects of gender roles that Eckes and Trautner (2000) believed are relevant in explaining leadership—agentic and communal attributes. Agentic characteristics are predominantly recognized in men who tend to be more assertive, controlling, dominant, self-confident, and task driven. Communal attributes, which are more recognized in women, tend to be more collaborative, helpful, supportive, and interpersonally sensitive. Women who violate these perceived gender roles can be negatively evaluated because agentic qualities in women are viewed less favorably in the workplace (Eagly & Johannesen-Schmidt, 2001).

Women in Law Enforcement

Although there is some debate as to when the first woman was hired in law enforcement, the author of the article “A History of Women in Policing” asserted that two New York City females were hired in 1849 as matrons (National Center for Women & Policing, n.d.-a). These two women were in charge of taking care of women and juveniles who had been incarcerated. Since its formation, police work has typically been perceived as men’s work, so it is not surprising that women were not welcome additions. However, during the late 1800s, women began to take an active role in law enforcement positions. There was a perception of women being morally superior and the protectors of
society (Fundom, 2000). Schulz (1995) stated that women were first brought into law enforcement because of their distinctiveness as being women. By the end of the 19th century, there were many jurisdictions that would hire matrons (National Center for Women & Policing, n.d.-a).

Title VII of the Civil Rights Act of 1964 stated that an employer could not “fail or refuse to hire or to discharge any individual, or otherwise to discriminate against any individual with respect to his compensation, terms, conditions or privileges or employment, because of such individual’s race, color, religion, sex, or national origin” (U.S. National Archives and Records Administration, n.d.). It was not until this act was amended in 1972 and expanded this to all state and local governments and governmental agencies that helped women become more assimilated into the field of law enforcement (Nicholas, 2012). Riseling (2001) reported it was not until the 1960s that policing for women changed from only overseeing cases that dealt with women and children while “policemen” did the heavy lifting of policing and patrol—responding to homicides, fights, tactical operations, robberies, and “real crime” (p. 5).

Riseling (2001) also reported that joining the official titles of policewomen and policemen into one overall descriptor of police officer was anything but easy. In the article “It’s Still a Man’s World . . . Or is It? Advice for Women Working in Correction,” Nicholas (2012) wrote, “The resistance faced by the first women on patrol was blatant, malicious, widespread, organized and sometimes life threatening. With the passage of time, the hostility has become less blatant and more subtle” (p. 41).

The notion of modern female law enforcement personnel came to realization with two extraordinary women in 1968 in the Indianapolis Police Department. Elizabeth
Coffal and Betty Campbell became the first all-female squad car and paved the way for women to follow. It was their successful determination and persistence of withstanding the offensiveness of their colleges and supervisors along with their intelligence and communication skills that led to their success. It has been attributed to Coffal’s and Campbell’s success that women are equal to their male law enforcement colleagues (Riseling, 2011).

**Inclusion of Women in Law Enforcement**

For the past 20 years the law stated police agencies must hire people without regard to race or gender. Despite this law it has been difficult for the integration of women and for them to have the opportunity to become involved in leadership opportunities. Although women were not received in a favorable light, they have still increased their numbers in policing. It is hard to believe that in 1970 they only represented 2% of law enforcement (Price, 1996). Nicholas (2012) reported many U.S. citizens in general and male officers felt that women could not do the work of a “policeman.” They believed that because of a woman’s small size, she would lack the strength needed to do policing, which would make her susceptible to assault. This would not only cause a problem with women not being able to protect themselves but would also endanger their male colleagues. The report also revealed many male police officers believed that women were easily manipulated.

According to Harrington et al. (1998), “Over the last 26 years, women have increased their representation in sworn law enforcement positions to 13.3% in 1997, from a low of 2% in 1972” (p. 3). While there are considerable variations in the number of female officers reported over time, there is a significant pattern of growth of women in
law enforcement (Langton, 2010). Although the numbers are increasing, many agencies are actively looking for ways to increase their representation of women. It is believed that law enforcement should be a representation of its community (Discover Policing, n.d.). The National Center for Women & Policing (n.d.-b) reported several advantages for hiring female law enforcement personnel; one advantage is the belief that female officers are less likely to use authoritarian attributes often employed by male officers. The literature reports that female law enforcement personnel employ styles that often lead to less physical force or excessive or deadly force (Schulz, 1995, 2004; Thompson & Jenkins, 2004).

Female officers are more likely to use communication or “verbal judo” to diffuse a situation, are more likely to decrease potential violent situations because of their interpersonal and relational skills, and are less likely to have a citizen file a complaint against them (Thompson & Jenkins, 2004). Female officers can also assist in events concerning violence against women. Women not only connect on a more personal level with female officers but also share their experiences not just about work but also work-life balance (Pecci, 2013). As modern-day law enforcement moves away from brute force policing and toward more community engagement, women will be better able to serve and continue to increase their representation (Police Employment, 2008).

**Women in the California Highway Patrol**

The stated mission of the CHP is “the management and regulation of traffic to achieve safe, lawful and efficient use of the highway transportation system” (Wallechinsky, n.d.). Women are required to perform the same duties as their male counterparts and participate in the same training as men. The only difference is the
females’ physical performance testing is different than the males’. Males are required to perform 24 pushups in 1 minute, 31 sit-ups in 1 minute, complete a 300-meter run in 70 seconds, and complete a 1.5 mile run in 13 minutes and 35 seconds. Females have to complete the runs in the same amount of time; however, they are required to complete five fewer pushups and sit-ups in the same amount of time as the men (CHP, 2014c).

Historically, requirements for law enforcement were discriminating toward women and some males by including minimum height, weight, and physical strength (Ortmeier, 2006).

Women have been a part of the CHP for 40 years. They were only allowed to serve on the department after a court ruling in 1974 and the Women Traffic Officer Project (WTOP) was formed. The project was to be a 2-year experiment to see whether women could perform officer duties. In 1974, the first women entered the academy alongside men and attended the live-in academy for 16 weeks. Five of the top eight graduates from this academy were female. “During that first academy participation for women, a female cadet, Deborah A. Street was recognized for capturing the pistol shooting award with a perfect 300 score” (CHP, 2014a).

Today women make up 7.4% of the CHP. That percentage comprises only 551 females of the 7,459 uniformed CHP personnel. The CHP utilizes a ranking system for employees with clearly defined titles and duties (Figure 1). The ranking in order of lowest to highest is as follows:

- Officers who are responsible for the highway traffic safety throughout the state.

“Duties include issuing traffic citations, arresting alcohol and drug-impaired drivers,
investigating traffic accidents and vehicle theft, and providing assistance to the motoring public” (CHP, 2014a).

- Sergeants who are known as first-line supervisors and are in charge of the officers. The working hours of officers and sergeants can and do range. They may be required to work nights, weekends, and holidays. In order to move up to sergeant, there is a written test and oral interview.

- Lieutenants, which is the next step in the ranking system of the CHP and are considered middle management. They assist in the operations of the area offices and there some areas that are commanded by the lieutenant. Their working hours along with all other higher positions in the CHP are typically 8am-5pm, Monday-Friday, weekends and holidays off. In order to move up to this position, there is a written test and an oral interview.

- Captains are the next level and are also considered middle management and serve as the area office commanders. The promotions to the rank of captain through chief are all facilitated by an examination of assessment centers.

- The next step in ranking is the assistant chief. Assistant chiefs are considered senior management and support the division chief and are responsible for assigned commands or headquarter sections.

- Chief is the next position and is also considered senior management. Chiefs are a division commander responsible for the overall planning, organization, direction, and control of each division.

- The top three levels of the CHP are assistant commissioner, deputy commissioner, and commissioner. These top-level positions are considered executive management.
There are two assistant commissioners who head the staff and field operations. The deputy commissioner is the second in command and is in charge of the day-to-day operations of the highway patrol. There has only been one female who held this position. The top position in the CHP, commissioner, is in charge of the overall planning, organization, and direction of the department. This position has never been held by a woman (CHP, 2014a).

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Women in Leadership in California Highway Patrol

All uniformed personnel in the CHP are required to complete the same training, which begins with the basic academy. The regulations governing the training and certification of peace officers within the state of California are legislatively mandated and
come from the Commission on Peace Officer Standards and Training, referred to as POST. POST requires the basic academy to be a minimum of 664 hours of training (POST, 2018). The CHP Academy goes above and beyond the POST-required hours. In order to graduate from the CHP Academy cadets must complete over 1,281 hours of training. The additional hours required to be a CHP officer come in various disciplines that go above the POST-required hours, including Emergency Vehicle Operations Course (EVOC), firearms training, accident investigation, enforcement tactics, physical methods of arrest, and driving under the influence, all of which are high priorities of the CHP (J. Kolstad, personal communication, June 4, 2016).

According to the Organizational Development Section, all uniformed personnel must complete additional mandated training for each level of promotion (T. Bailes, personal communication, June 4, 2016). When promoting into the supervisory rank (sergeant), personnel are required to attend the 80-hour POST Supervisory Course within 12 months of promotion. All nonuniform supervisors must also complete this course. The CHP Supervisory Course again exceeds the POST minimum and is 120 hours in length. One of the areas of instruction that exceeds the POST requirement is the Incident Command System in which the CHP, by law, are the incident commanders at all scenes in which they have investigative authority (Cal. Penal Code § 409.3, n.d.).

Promoting past the rank of sergeant and into the first managerial rank (lieutenant) again has legislatively required training. Newly promoted lieutenants must complete the POST Management Course requirement of 104 hours of training. The CHP’s course for managers contains 120 hours of training. This course must also be completed within 12 months of promotion. After completing the required POST training for managers, all
personnel at the rank of manager and above must fulfill another POST training requirement of attending 24 hours of continuing professional training (CPT) every 2 years. The Managers Course is the last POST-required course for the rank of lieutenant and above (POST, 2018; T. Bailes, personal communication, June 4, 2016).

The CHP has its own required course for newly promoted captains. The training is called the Command Course and is 40 hours in length and must be completed within 12 months of promotion. POST has training available beyond the Managers Course, but it is voluntary and not legislatively mandated. One of these programs is the Law Enforcement Command College, which is an 18-month program designed to prepare law enforcement leaders of today for the challenges of the future. Another POST training program past the Managers Course is the Executive Development Course (EDC), which provides a different perspective regarding roles of leaders in their respective organizations (POST, 2018; T. Bailes, personal communication, June 4, 2016).

**Statement of the Research Problem**

Law enforcement is still a male-dominated field and women only represent less than 15% of the nation’s police officers (Schulz, 2004). The CHP has reached just over 7% of uniformed women overall with a high percentage of this 7% serving in leadership roles; however, not many of these women serve in top positions of leadership (CHP, 2014a). While there have been many research studies related to the overall topic of law enforcement, there are few if any studies recorded to date specifically related to the CHP.

Historically the perception in law enforcement officers was they had to be tough, strong, and powerful and there was no room for perceived weakness. However, in today’s society the expectation is that force in law enforcement will be utilized last
(Wood & Shearing, 2013). The perceived leadership style of women who work more from a care and relational orientation (Gilligan, 1982) could work to the advantage in de-escalating scenarios that occur all law enforcement.

There is an abundance of research that investigates issues related to law enforcement. There is even a fair amount of research on women in law enforcement, such as “History in Blue: 160 Years of Women Police, Sheriffs, Detectives and State Troopers” (Duffin, 2010), “Policewomen: Their First Century and The New Era” (Horne, 2006), and “Equality Denied: The Status of Women in Policing” (Harrington et al., 1998) to name a few.

However, there are only a few outside studies specific to the CHP. Of those studies, none were found relative to females and their role of leadership in the CHP. The only reporting of females in the CHP is found on the CHP government website (CHP, 2014b). There are many articles and newscasts that report findings of the CHP, but no dissertations to date have been found in the literature.

**Purpose Statement**

The purpose of this qualitative phenomenological study was to examine, understand, and describe the challenges women face to advance to middle management (lieutenant and captain) in the California Highway Patrol (CHP). The study focused on the individual lived experiences of California female captains and lieutenants as they rose through the ranks of the CHP.
Research Questions

This study was guided by one central research question and five subquestions designed to explore how female captains and lieutenants navigated their career paths toward the top CHP leadership positions.

Central Research Question

What are the lived experiences of California female captains and lieutenants as they rose through the ranks of the CHP?

Subquestions

1. Motivation: CHP as a career?

2. Career advancement: What factors contributed to the career advancement of women in the CHP?

3. Barriers: What barriers did women face during their CHP careers and how did they overcome them?

4. Support: What type of support did women in the CHP have and from whom?

5. Recommendations: What recommendations do CHP women have for women wanting to pursue a career in the CHP?

Significance of the Problem

Barriers for the advancement of women in leadership have traditionally been called the “glass ceiling.” The U.S. Department of Labor (1995) explained the glass ceiling as “the unseen, yet unreachable barrier that keeps minorities and women from rising to the upper rungs of the corporate ladder, regardless of their qualifications or achievements” (p. 4). Women are often perceived less suited for higher level leadership roles. There are several theoretical theories and research that support the perception.
Many explanations target the different male and female roles of socialization by society (Friedman & Schustack, 1999). Despite the research that men are perceived better suited as effective leaders, an abundance of studies is beginning to support the notion that some organizations need a “feminine” leader (Paustian-Underdahl, Walker, & Woehr, 2014).

“It’s a man’s world” or “good old boys club” are idioms that can be used to describe the population in law enforcement. Eagly and Johennesen-Schmidt (2003) reported women are beginning to make headway into leadership roles once dominated by males. The future impact of this study will help increase the knowledge of how women gained leadership positions in the CHP and provide much needed career information for women wanting access to these top leadership posts in the CHP. There is little if any research on women leadership in the CHP, and the research that exists in law enforcement is not current. In addition, the literature that does exist pertains to law enforcement as a whole but is not specific to the CHP. The lack of research presents a significant reason why this study needs to be done.

The women interviewed in this study were asked to share their lived experiences and perceptions as they advanced through different leadership roles on the CHP. This study helped identify factors that contributed to their career advancement as these females navigated career pathways to top leadership positions in the CHP. Gender differences, barriers, and support along their journeys were also revealed. This study provided recommendations for female CHP officers who aspire to top leadership ranks. Finally, key CHP female leadership attributes will provide hiring committees new information to help them identify strong female candidates that will strengthen their recruitments methods.
Definitions

The following section provides definitions of the terms unique and relevant to the study.

**Advancement.** The progression to a higher rank or position in a career.

**Agentic characteristics.** Predominantly recognized in men who tend to be more assertive, controlling, dominant, self-confident, and task driven (Eagly & Johannesen-Schmidt, 2001).

**Barrier.** Anything standing in the way or that restrains the progression of moving up in one’s career.

**Brass ceiling.** Brass ceiling refers to the invisible barrier of women achieving upward mobility in police departments (Schulz, 2004).

**California Highway Patrol.** A law enforcement agency for the state of California.

**Captain in the CHP.** “Under direction, to have charge of the work of the Department of California Highway Patrol in an assigned field area office; or in a headquarters or division office, to have charge of a major staff function; and to do other related work” (California Department of Human Resources, n.d.-a, p. 1).

**Communal attributes.** Recognized in women who tend to be more collaborative, helpful, supportive, and interpersonally sensitive (Eagly & Johannesen-Schmidt, 2001).

**Glass ceiling.** Glass ceiling refers to the invisible barrier of women achieving a certain level of upward mobility in the workplace (Bell, McLaughlin, & Sequeira, 2002).

**Leadership.** The act of influencing a group to reach a desired outcome (Northouse, 2004).
Lieutenant in the CHP. “Under the direction of a supervisor in the Department of California Highway Patrol, to (1) act as a Commander of an assigned field area office; or (2) assist a Captain, California Highway Patrol, in a larger field office; or (3) in a headquarters or division office, be in charge of a section responsible for an important staff function or personally perform a staff function; and to do other related work” (California Department of Human Resources, n.d.-b, p. 1).

Verbal judo. The art and persuasion of diffusing a situation by using conversation in the most effective way (Thompson & Jenkins, 2004).

Delimitations

This phenomenological study was designed to understand the lived experiences of California female captains and lieutenants as they rose through the ranks of the CHP. The delimitations to the study are as follows:

- The subjects in this study were delimited to female lieutenants and captains currently working in the CHP.
- The study was delimited to uniformed women of the CHP in California.

Organization of the Study

This study is organized into five chapters. Chapter II is a review of the literature of the history of women in leadership, history of women in law enforcement, and women in the CHP. Chapter III reviews the methodology and design of the study including the population, sample, and a list of the questions that were used with all of the participants. Chapter IV details the findings from the interview questions and provides the results. Chapter V discusses the findings and conclusions and gives suggestions for future research. References and appendices are included at the end of the study.
CHAPTER II: REVIEW OF THE LITERATURE

This research study investigated the lives of women in male-dominated fields, specifically the California Highway Patrol (CHP), to determine the essence of their experience and common factors that led to their advancement. The review of literature explores the history and barriers to women in the workforce, the study of female leadership, women in law enforcement, the CHP organization, and women’s experiences in the CHP.

Theoretical Foundation

The role of women in the workforce and leadership is grounded in multiple theoretical foundations. There are a multitude of theoretical foundations that have links to gender roles or women’s presence and underrepresentation in leadership positions. However, social identity theory and motivational theory most closely align with the experience of women during their climb to positions of leadership. Both theories are discussed in relation to their application to women in leadership in the law enforcement industry.

Social Identity Theory

Henri Tajfel, drawing from social and psychological disciplines, introduced social identity theory in 1970 (Hogg, 2006). The foundation of the theory was used to explain the relationship between social perception, categorization, and comparisons based on associations with groups. The theoretical foundation addressed discrimination and components of prejudice found in society (Burke, 2006; Hogg, 2001; Turner, 2008). Tajfel described how social forces informed individual action (Hogg, 2006). Tajfel and Turner (1979) went on to express that one’s belongingness to a given group or social
connections fosters their self-concept or esteem (Goethals & Hoyt, 2011). People are reliant upon and link their own perceived social identity to their actions, choices, and paths in life according to social identity theory.

Subsequently, the social identity theory of leadership, an extension of social learning theory, developed with this phenomenon (Fielding & Hogg, 1997; Hogg, 2006). The social context perceptions of followers become aligned with a socially constructed mindset when the leader displays more than 45 similarities with the group results in increased engagement with the group identity. This theory aligns with the concept that the ability of select individuals to promote through the ranks when these individuals are perceived to display the qualities or characteristics consistent with a group’s mindset about leaders or leadership. Motivation and movement in a social setting to a higher level, leadership within a group, is derived from a foundation created by perceived social interactions.

As a result, intergroup relations, individual identity, and social identity all influence women’s experiences while promoting through leadership ranks. This journey may be further compounded by factors of culture, race, gender, ethnicity and class, and other variables that link to the concept of social identity formation and manifestation. Groups have sought to identify and define their roles during the charged, paradigm-shifting environment, and thus the ideology under social identity theory becomes critical to the understanding of the lived experience of female leaders. During the last 40 years, academicians, theorists, and researchers have become more interested in social identity theory, and it has been integrated into other areas of study. Hogg (2006) described how social identity theory addressed a variety of life experiences, including stereotyping,
discrimination, group polarization, organizational behavior, and leadership. The foundation of the theory aligns directly to this study of women leaders in the CHP as they are a group of people engaging in social identification in a social experience.

Women in law enforcement develop their identity among other groups, and they encounter the social identity theory phenomenon amid all variables that affect their presence in the organization. This theory provides a foundation for this research study as it directly links the idea of choices made by individuals in a given social climate and infrastructure based on the social constructions that are perceived by those people in that unique context. This concept was explored in this study through interviews with women leaders in the CHP and provided rich analysis. Additionally, as leadership is tightly linked to understanding oneself in the context of others, the promotion to leadership intricately involves understanding and empowering self-identity and social influence (Burke & Stets, 2009).

**Motivational Theory**

Maslow’s (1943) theory of hierarchy of basic needs in humans scripts the current-day motivation theory. According to Maslow, “The integrated wholeness of the organism” (p. 370) is the foundation of motivational theory, and any motivated behavior is drawn from basic needs and desires to be satisfied. All “organismic states” are both “motivated and motivating” (p. 370). Maslow’s hierarchy consisted of basic needs being met in order from physiology, safety, love, esteem, and self-actualization.

Alderfer (1969) reviewed Maslow’s basic hierarchy and tested a new theory using ERG (existence, relatedness, growth). He asserted his theory eliminated the overlapping of Maslow’s needs: existence covered hunger, thirst, pay, benefits, and working
conditions (physiological); relatedness included friends, family, coworkers, and relationships (love and esteem); and growth included people’s need to engage in problems or activities that led to personal growth (self-actualization). Alderfer’s (1969) motivational theory differed only slightly from Maslow’s in that a satisfied need still may remain as a motivator and that fulfilling one need does not lead to another motivated need. He also believed that when a person was not satisfied, he or she could regress to meeting more basic needs.

Using the idea of motivational theory would require women to believe they are capable of taking a position in law enforcement, which for a long time was considered to be “a man’s job” and take even more steps to climb the leadership ranks. It delves into the idea of motivation and self-efficacy and a move toward a desired leadership role within a male-dominated field.

When using both social identity theory and motivational theory, the constructs drive the study of women’s lived experiences through a phenomenological perspective. Hesse-Bier (2012) stated, “Feminist standpoint scholars argue . . . women have access to an enhanced and more nuanced understanding of social reality than men do precisely because of their structurally-oppressed location vis-à-vis the dominant group, men” (p. 11).

**History of Women in the workforce**

The civil rights and women’s revolutionary movements have been in force for decades. Mainstream recognition and acceptance of women’s integration into the workforce and advancement into leadership has taken shape; however, women remain significantly underrepresented in leadership and top corporate positions in a variety of
industries (Adams et al., 2013; Alliance for Board Diversity, 2010, 2012; Bruckmüller, Ryan, Haslam, & Peters, 2013; Catalyst, 2013a; Evans, 2011; Lloyd-Jones, 2011; Sealy & Vinnicombe, 2012). The concern with inequality and marginalization of women has inspired political shifts (Adams, et al., 2013; McKenna, 2007). Various groups devoted to equal rights for women have advocated for increased equity and diversity in the workforce. Numerous entities have been established to drive progress toward this end, including governmental agencies such as the Equal Employment Opportunity Commission (EEOC), U.S. Glass Ceiling Commission as well as other independent, nonprofit, or private groups including the National Diversity Council, and California Diversity Council. Through the work of these entities, women are now able to serve as mentors for other women and have the ability to influence business and political environments (Chin, 2007; Lykke, 2010; Sandberg, 2013). However, inequity for women attempting to gain access to top leadership positions still persists in various sectors of society, including law enforcement.

Women in the Workforce

Over the past century, the workplace in America has undergone great transformation. At the turn of the century, the workplace that had previously been viewed as an extension of the household with distinct roles for men and women began to transition as work outside of the home increased (Farmer, 2014). Women represented approximately one quarter of employees in the industrial industry and half of the employees in agriculture (Farmer, 2014). Throughout the 1930s, women were encouraged to leave the workforce to provide an opportunity for men to take jobs and thus decrease the male unemployment rates; however, women’s presence in the
workforce continued to climb. As America faced World War II, men were drafted to serve and employers needed women to fill the vacancies. Employers provided incentives for women including child care centers, laundries, and cooked meals that could be taken home easily. When the war ended, the incentives were removed and men returned to work. Evidence suggests that women were resentful to leave the workforce during that transition period. Women learned to manage the competing demands of the household and workforce and were prepared again when the Korean War began. In 1953, the proportion of women in the labor force was equal to the height of women employed during World War II (Farmer 2014). Societal expectations still influenced women, and thus most left the workforce to have children. This challenge was addressed by the 1961 commission appointed by President Kennedy and chaired by Eleanor Roosevelt, leading to the first Equal Pay Act in 1963 (Farmer, 2014).

**Civil Rights Act of 1964**

The passage of the Civil Rights Act of 1964 was the benchmark legislation affecting equity concepts in America. As a result of this legislation, the EEOC was established on July 2, 1965. The EEOC is directly charged with eliminating discrimination that occurs in organizations as a result of “race, color, national origin, sex, religion, pregnancy, age, disability, and family medical history or genetic information” (U.S. National Archives and Records Administration n.d., p. 1). Current data reflect continued inequity and an imbalanced state of affairs in gender and ethnicity-based diversity throughout the country.
Barriers to Women in Workforce

The record clearly reveals that for decades women have experienced barriers to joining equal ranks in the workforce and leadership positions overall. However, now comprising almost 50% of the U.S. workforce, there is still a disparity of women in leadership positions. Women occupy roughly 30% of salaried manager positions, 20% of middle managers, and only 5% of executive leadership positions (Bell et al., 2002). In the World Economic Forum, the graph that follows (Figure 2) shows the trend of more women CEOs rising.

![Female CEOs in the Fortune 500, 1995-2014](https://assets.weforum.org/wp-content/uploads/2015/01/gender3.jpg)

*Figure 2. Female CEOs in the Fortune 500, 1995-2014. From World Economic Forum, 2017b, retrieved from https://assets.weforum.org/wp-content/uploads/2015/01 /gender3.jpg*

Historically, leadership norms have cultivated men as leaders and woman as followers (Clark, 2006). Social norms have also portrayed women as the “weaker sex”
(Clark, 2006, p. 40) and they should not have power of influence. These pervasive social norms are still in existence in many male-dominated fields such as law enforcement and the military. In the 18th and 19th century, the great man theory emphasized exceptional qualities and abilities of a man, separating him from female followers (Jogulu & Wood, 2006). The gender stereotype of women in the past has been for women to take a subordinate role to a man in the home and the workplace. Women were seen as homemakers while the men went to work to provide for the family. Once women began to enter the workforce, they were still seen to be subordinate and took positions such as a nurse, secretary, teacher, and so forth (Clark, 2006).

The Glass Ceiling

The glass ceiling is a term first introduced in the 1980s as a metaphor that represented the invisible barrier of women and minorities from advancing the corporate ladder (Johns, 2013). In 1991, Congress established the Glass Ceiling Commission, and the purpose was to study the process businesses go through to hire management, ways in which they foster and train for advancement, ways in which they structure rewards and compensation, and ways in which they promote a diverse workforce at the management level (Johns, 2013).

The fact-finding report issued by the Glass Ceiling Commission in 1995 noted only 3-5% of women served in senior management roles. It was also found that when these women did take on senior roles, their compensation was significantly lower than their male counterparts. Moreover, the types of positions these women held were in human resources or as researchers, which did not lend itself to a career pathway to executive positions (Johns, 2013.)
Bolman and Deal (2003) identified aspects that support the class ceiling:

1. Females and males in the labor force tend to believe in gender stereotypes suggesting men possess the characteristics necessary to become successful leaders.

2. Leadership positions are associated with powerful people, which in the minds of many, equate to men not women. Women have to deal with the constant battle of balancing both feminine traits and masculine traits in a manner to gain support from both genders. The female counterparts may at times see women who lead with masculine traits as distasteful. At the same time, women who lead with feminine traits may be viewed by their male counterparts as weak or not powerful enough to lead effectively.

3. Throughout their careers, women constantly deal with subtle discrimination based on historically held beliefs powerful women share bias against feminine women and males in general.

4. In order to advance to upper level management, women must sacrifice more than men, such as balancing the demands of being a mother as well as income earner for the family (Morris, 2002). Mother friendly programs are lacking in organizations, which allow women who choose to have children balance the demands of both their professional and personal lives. (p. 347)

**Bias and Discrimination**

The Equal Pay Act of 1963 made it illegal to compensate a woman less than a man for the same work with the same qualifications, and the Civil Rights Act of 1964 made it illegal to discriminate based on gender; however, women still experience
discrimination. Women are still experiencing less pay than their male counterparts. Eagly and Carli (2007) did a comparison of wages in 2005 between men and women in the United States, and women were still earning 81 cents for every dollar earned by a man; and there has not been a significant change since. Figure 3 from *Business Insider* shows the comparison. The National Women’s Law Center (NWLC) is working and advocating for a Paycheck Fairness Act, a bill that will help to fight wage discrimination (NWLC, n.d.).

![Women’s Annual Earnings Compared to White Men’s](https://www.weforum.org/agenda/2017/03/these-5-charts-show-how-big-the-pay-gap-is-between-men-and-women)

*Figure 3.* Women’s annual earnings compared to White men’s. From World Economic Forum, p. 3, 2017a, retrieved from https://www.weforum.org/agenda/2017/03/these-5-charts-show-how-big-the-pay-gap-is-between-men-and-women.

Unfortunately, there are still reports of sexist conduct in the workplace. Mullen (2009) conducted a survey of department chairs where women reported blatant sexist conduct in their divisions. The National Center for Women & Policing ([NCWP], 2000) reported, “Sexual harassment is prevalent in most law enforcement agencies. . . . The
studies found that anywhere from 60-70% of women officers experienced sexual/gender harassment” (p. 132).

**Career Aspirations**

Much of the literature on the differences on career aspirations and advancements for women and men are insufficient and contradictory, making it difficult to determine whether women truly differ in their career aspirations. Factors such as work-life balance and social expectation has been argued as reasons for women choosing their career paths (Ahuja, 2002). In a study dealing with women who wanted to promote in education, it was reported that over 55% of the women had a desire to be in a management position in their current organization; however, many lose the desire because of the obstacles and barriers put in their path.

**Barriers to Women’s Advancement to top Leadership Roles**

Women are still underrepresented in leadership positions in work organizations. Worldwide women are often missing from the top tiers of leadership in politics, business, and academia. They hold only 21.9% of positions in national parliaments. Less than one in 10 cities has a woman as a mayor; there are only 26 female CEOs with only 54 in the top 1,000; and only 28% of full-time professors were women and were paid 12% less than their male peers (Cook & Glass, 2014; World Economic Forum, 2017a).

**Family Responsibility**

Although women can pursue their own careers, there is still an expectation the family is their primary job (Jones, 1993; Kimmel, 2004; Mark, 1981; Witmer, 1995). Many women remain the primary caregiver in the home while taking on leadership roles (Hughes, Ginnett, & Curphy, 2009), and this challenge has been cited as reasons women
are not advancing. There are reports that reveal once a woman has children she is less likely to want to put in the long hours or travel for work, which would impede her chances of promotion (Hewlett, 2002; Lyons & McArthur, 2005; Woodard, 2007).

**Gender Roles and Stereotyping**

Gender roles are attributed to barriers for women in leadership. Traditionally, “being a man” means being self-assured, in control of the situation, competitive, and rational while “being a woman” means being meek, collaborative, compassionate, and delicate (Gilligan, 1982; Golombok & Fivush, 1994; Kimmel, 2004; Marshall, 1984). The importance for men to compete and be in control are common while women usually are less comfortable with competition. Harter (1993), for example, reported women are more focused on the big picture and details for ongoing planning rather than developing a self-confidant and leadership tone. Ausejo (1993) reflected on what it takes for women to succeed as leaders:

> From early childhood women are not raised to be leaders, nor are they conditioned to develop the skills and attitudes that are needed to become effective administrators. . . . Social programming and the effects of sexism will not disappear overnight, but women who choose to succeed will see it as a challenge and will use it to their advantage. (p. 82)

**Discrimination**

Women still report occurrences of sexist behavior in the workplace. In a survey conducted of 280 college CEOs, 80% reported feeling discriminated against in access to positions of leadership (Touchton, Shavlik, & Davis, 1991). Mullen (2009) conducted a
more recent survey and found women were expected to take on more work or so men could take on more prestigious work and more likely to promote quicker.

According to Hill (2015), “The U.S. Equal Employment Opportunity Commission reported 30,000 cases of sex discrimination in the last five years were settled or decided in favor of the person who filed the charge” (p. 3). Blatant sexual discrimination is not the only barrier; women still face hostile work environments and negative stereotypes of women in leadership, which prevent women from advancement (Hill, 2015).

**Absence of Opportunity and Mobility**

The exclusion of women from the “good old boys” networks and clubs has a negative impact on women for opportunities to socialize and network informally. Kanter (1980) documented how women were excluded from informal networks after they became managers and men did not feel comfortable dealing with them. Women often have to take on the initiative of making men in top managerial positions comfortable working with them.

It has also been suggested that not all women can relocate for career advancement (Watkins, Herrin, & McDonald, 1998). It has been found less than acceptable in society to move the whole family for the wife’s advancement, and this can be another obstacle for career advancement (Touchton et al., 1991).

**Lack of Confidence**

Research has shown women do not pursue a new leadership role until they are confident they are able to do the role. The pressure to have to do better than a man creates a fear in their ability. Witmer (1995) described fear of success and failure as “two sides of the same coin” (p. 168). Witmer believed that because women were not
socialized to compete and stand out, women have more to deal with if they win or lose. They have a more difficult time separating failure of a task from failure as a person.

**Lack of Female Role Models**

Mentorship is an important part of leadership in order to develop those coming up in the ranks. Bower (1993) stated mentor relationships will often lead to advancement typically because the mentor is in a higher position and can provide opportunities that may not have been available had the relationship not developed. Women do not have many female mentors because there are so few women who are in the top leadership roles. Although a woman does not have to have another female as a mentor, Maack and Passet (1994) found women are more likely to have a negative experience with a male mentor instead of a female. Women mentored by men may also be trained that they must dress, talk, and make decisions like men (Bower, 1993).

**Law Enforcement**

Law enforcement and policing can be used interchangeably. At the core of both there is a constant of enforcing laws. It is a way of maintaining public order in a community or society where crime is punishable (Roufa, 2017).

**Types of Law Enforcement**

There are many different types of law enforcement agencies ranging from small town departments to large federal agencies. The Office of Justice Programs (2009) reported there were 57,000 new recruits trained for state and local law enforcement academies during 2005. The largest of the federal agencies are the U.S. Customs and Border Protection, the Federal Bureau of Investigation (FBI), Immigration and Customs Enforcement, and the Federal Bureau of Prisons. Many of the federal officer’s duties
include corrections, courts, security and protection, police response and patrol, criminal investigations, and inspections. There are also state and local law enforcement agencies such as the local police, deputy sheriffs, special jurisdiction police, and state police/highway patrol (Discover Policing, n.d.).

The local police agencies consist of municipal, tribal, county, and regional police. Their authority results from the local governing body that created them. Their primary purpose is to uphold the laws of the jurisdiction, investigate local crimes, and provide patrol. The deputy sheriffs are typically given authority by the state to enforce state and local laws at the county level. Their duties typically are to run the local jails, serve warrants and subpoenas, and respond to calls outside the city limits or outside the local police jurisdiction (Discover Policing, n.d.). The special jurisdiction police are officers who provide service for defined entities or within another jurisdiction, which typically include government buildings, transportation such as airports or subways, hospitals, schools, and parks. Their primary purpose is the same as the local police. The state police/highway patrol comprise police responsibilities that include policing the highways and completing statewide investigations. They often help support local police with emergencies and investigations when their resources are limited (Discover Policing, n.d.).

**History of Women in Policing**

The history of women in policing can be classified into four different eras by the type of work they performed. The first era was during the 1820s when women worked in the criminal justice system as matrons in the jails and prisons. The second era was the entry of policewomen with separate roles of policewoman and police officer. The third era was during the 1960s, and it was during this time when women were included in
patrol and formally removed from the separate roles of work. The fourth and present era of police began in 1992 and can be characterized as community-oriented policing, where verbal skills became an important tool for police officers although never fully embraced by police officers (Schulz, 2004).

The first era of women in policing began in the 1800s. The entry of women during this time has been defined as the prison and jail matron era (Schulz, 2004). Although it is difficult to say who the first female in law enforcement was, there are a few noteworthy women and instances that have taken place. The catalyst of women becoming matrons in the prison system was connected to the case of Rachel Welch. In 1886, she became pregnant while she was incarcerated in New York’s Auburn Prison while in solitary confinement. She also died in prison after giving birth as a result of flogging. The grand jury investigation at that time was not concerned with how she got pregnant or who was the individual who impregnated her or why the individual who flogged her was never punished. As a result, the scandal that followed created the appointment of women to take care of women who were incarcerated (Gold, 1999). This was extremely important for many reasons in the history of women in policing; it was the very first time in history women were recognized as being needed for handling women and juveniles in the system and was the first time women began getting paid instead of volunteering. These factors paved the way for other women to work in what is considered nontraditional in law enforcement (Gold, 1999).

Also during the 1800s, there was one exception to the situation of women in law enforcement as only matrons. That exception was Mary Owens, the widow of a Chicago police officer. She was appointed by the governor to the position with the title of
detective sergeant with full arrest powers as way for her to continue to receive her husband’s pension after his death. She worked with many of the courts throughout Chicago and helped with cases involving women and children (Gold, 1999).

The second era of policing for women was when women became more than just matrons. The first female officer with arrest powers was Lola Baldwin in Portland, Oregon in 1905. She was hired to take charge of caring for the women during the Lewis and Clark Expedition. Many of the women on the expedition did not have a husband, and it was thought they needed protection from the men on the trail.

Soon after, another prominent female in the history of policing surfaced: Alice Stebbins Wells. Although she was hired by the Los Angeles Police Department in 1910 and is considered the first official female police officer, she did not have a uniform, did not carry a weapon, and carried her badge in her “pocketbook.” She was a social worker and was involved in the protection of women and children. She believed her work would be more effective if she was employed as a police officer, so she collected the signatures of over 100 influential people and presented those to the Mayor (Gold, 1999).

In 1811 in Paris, Francios Vidocq founded a detective bureau utilizing women in a capacity more than that of a matron. He recognized the value of females and made them agents. The agency was from the private sector and was not part of an official police force. Vidocq believed women to be better at “disguises and flirty deceptions.” This was the first time women were used undercover and believed to be better as an agent (Ramsland, 2011).

The third era of policing evolved after World War I, when women were employed in more than 200 cities nationwide. In 1922, the International Association of Chiefs of
Police endorsed women and stated they were necessary members of the police department. Unfortunately, this forward movement did not last long because of the Great Depression. Women who left or retired were not replaced, and social workers in other agencies absorbed many of the jobs that had recently been endorsed by the International Association of Chiefs of Police. The International Association of Policewomen was also temporarily disbanded in 1932 for lack of resources and was not reinstated until 1956 with a slightly different name of the International Association of Women Police (Gold, 1999).

In the fourth era because of the many changes in law, many police departments were forced to change their policies if not their attitudes. Some of the many reasons reported by Gold (1999) are the following:

- In November 1971, the Supreme Court ruled in Reed v. Reed that the equal protection clause in the Fourteenth Amendment prohibited discrimination on the basis of sex.
- The Equal Rights Amendment was proposed by two-thirds vote of Congress and submitted to the states for ratification in March 1972.
- Also in March 1972, the Equal Opportunity Act expanded Title VII of the 1964 Civil Rights Act to public employers and empowered the Equal Opportunity Commission to take legal action against state and local bodies that were found to have discriminated on the basis of sex.
- Women in Policing, by Catherine Milton, was published in 1972, by the Police Foundation, the first contemporary study and report conducted on police women by a female researcher.
• The Federal Bureau of Investigation and the Secret Service appointed their first female Special Agents to field assignments in 1972; and The Metropolitan Police Department of Washington, DC, St. Louis County Police Department, New York City Police Department, and the Pennsylvania State Police. (p. 12)

There are now many organizations that support the advancement and encourage the training of women in law enforcement including the National Association of Women Law Enforcement Executives, the National Center for Women & Policing, and the International Association of Women Police. Many other local organizations were also created to be supportive and a way to network for women (Gold, 1999).

**California Highway Patrol**

The CHP is one of the largest law enforcement agencies in the United States. With an act of Legislation by Governor C.C. Young, the CHP was created on August 14, 1929. This gave the Highway Patrol the authority to enforce traffic on county and state highways. This duty, among many more, are still in effect today. CHP officers patrol around 100,000 miles of the U.S. highways and state roads every year. The mission is “the management and regulation of traffic to achieve safe, lawful, and efficient use of the highway transportation system” (CHP, n.d.-a, p. 1).

During the first 10 years, the CHP grew to 739 uniformed personal and was considered successful. In October 1947 after World War II, the legislature combined and restructured their administrative responsibilities and created the position of commissioner to head the new department. Governor Earl Warren appointed Clifford E. Peterson as the first commissioner. The legislation that produced the CHP also created the academy for training new cadets. The responsibilities and duties of the CHP continued to grow and
change. In 1995, the CHP merged with the California State Police, which also increased responsibilities and duties. Some of the responsibilities consist of protection of state property and employees and the governor and other dignitaries, vehicle theft investigation and prevention, inspections of bus and semitrucks, and air operations. They have also taken on a leadership role in educating the public on driver safety issues with campaigns that include safety belts, designated drivers, child safety seats, and wearing helmets while riding motorcycles and bicycles (CHP, n.d.-a; Wallechinsky, n.d.).

In 1942, Homer Garrott became the first African American CHP officer and remained the only one for 13 years. He spent 22 years on the department and was assigned to a motorcycle for most of that time. He later became a municipal court judge after attending law school when he was off duty and passing the State Bar of California in 1960 (Homer Garrott; Judge, 1st Black CHP officer [Obituary], 1998). In 1974, women joined the CHP after several women challenged regulations that restricted them to nonofficer positions.

**California Highway Patrol Training Academy**

The academy gained permanent status in 1948 and has changed locations and facilities several times until it became housed on 457 acres in West Sacramento, Yolo County. It is a premier law enforcement training facility where cadets live for 27 intense weeks. It is one of the most modern and complete training facilities in the United States and can house 280 cadets in dormitories. The CHP Academy is the last live-in academy in the state of California. A dining facility exists that accommodates 400 people and is set up cafeteria style and serves food three times a day. There is also a multipurpose room that is used as the gymnasium and auditorium. The gym has a full basketball court,
weight training equipment, exercise machines, and a whirlpool bath. Other training facilities include an obstacle course, baseball field, running track, and a water safety tank to learn underwater vehicle extraction rescue training. The facility also has a recreation room for cadets to use during their free time, which has snacks, television, and other entertainment and recreational equipment. The academy also has a full-time video production and graphic arts unit that produces training material, public announcements, and recruitment literature among other items (CHP, n.d.-a; Wallechinsky, n.d.).

The training and academics at the academy involves 27 intense weeks of over 1,100 hours of training. The cadets have 42 “learning domains” mandated by the Commission on Peace Officers Standards and Training ([POST], 2018). Cadets also attend 48 hours of training to become certified as emergency medical responders by the Emergency Medical Service Unit. The weapons training provided has an indoor and outdoor range, which has 30 electronically controlled moving targets to simulate different training conditions. The Emergency Vehicle Operations Course (EVOC) is known throughout the world as one of the finest driver training programs available. The academy’s primary focus is to train new cadets but is also utilized to provide specialized and in-service training for CHP employees as well as agencies in and out of California (CHP, n.d.-a; Wallechinsky, n.d.).

At the center of the CHP Academy sits the Memorial Fountain. This fountain contains the names of all CHP officers who have sacrificed their lives in the line of duty. The names and dates of the fallen officers are etched onto brass plates secured to the fountain. To this day, a tradition continues for CHP cadets in sacred memory to those fallen officers. Every Wednesday afternoon the cadets march into the fountain area and
shine the brass plates, paying their tribute to those who have walked the path ahead of
them (CHP, n.d.-a; Wallechinsky, n.d.).

**Changing Times for Women in California Highway Patrol**

“Women will never be in the California Highway Patrol (CHP) because they
couldn’t handle hazards like shootouts”, Dan Lanza, then deputy CHP commissioner,
said. “A woman will just not be able to cope with situations like that as we are finding
many times that man cannot cope with them” (“Women Succeeding as Officers,” 1978, p.
5).

Before 1974, women were not allowed to serve as officers in the Highway Patrol;
if they wanted to work in the CHP, it had to be in a nonuniform position. It was not until
a year after Dan Lanza’s remarks and a subsequent lawsuit filed by Jennie Schulteis for
discrimination that a federal ruling prompted the Women Traffic Officer Project
(WTOP). The WTOP was the name of the study legislation required on whether women
could perform the duties successfully as state traffic officers (CHP, n.d.-b; “Women
Succeeding as Officers,” 1978).

The CHP tried to get an outside source to conduct the study both in private and
public; however, all declined the project. The department ultimately conducted and
funded their own study. Part of the change for the project included changing the
application standards to apply for the CHP. The height requirement that a CHP officer be
a minimum of 5’8” was dropped since there was no evidence this standard was work
related. It was also reported at that time that less than 5% of women were that tall.
During the application it was noted that the 41 women chosen had an average score of 91
points and the 42 men had an average of 86 points when not counting the veterans’
preference. Once those points were added in with 23 men and one woman, the averages went to 91.25 for the men and 91.24 for the women. Also noteworthy during the application process were the college semester units; the men averaged 49.6 and the women 67.1. During the WTOP field study, the women and men both executed satisfactorily. The only part of the study that gave a negative factor was the high cost of employing women because of the high turnover rate. What was not considered for this would be the harassment women had to deal with in the academy and in the field. The females claimed life was made hard for them in the academy while the majority of the men felt the women had it easier than they did (CHP, n.d.-b; Segrave, 2014).

Another part of the study included surveys that were given to the public and to officers before they were assigned to the field and then again 1 year later. The findings revealed that both the public and the department personnel believed women to be of lesser ability to perform their duties than male officers. The findings of the second survey from the public awarded almost equal ratings for both women and men in their abilities to perform their duties while the department personnel still gave women much lower ratings (Segrave, 2014).

Ultimately, in January 1975, 27 women and 31 men graduated from the then 16-week academy and were given their first assignment. Deborah A. Street took the pistol shooting award, and five of the top eight graduates were women (CHP, n.d.-b; Segrave, 2014; Wallechinsky, n.d.).

Women Leaders in California Highway Patrol

Women have come a long way in the CHP since 1975, and several have reached higher ranks and leadership roles than expected. However, women still only represent
less than 8% of the 7,000 plus uniformed officers, while only 15% have risen to the rank of captain. No woman has yet to serve in the top position of the CHP; however, Ramona Prieto was the first women to hold the number two position, deputy commissioner (Richards, 2016).

Ramona Prieto was the first women to hold the highest ranking position of any female as the assistant commissioner of the CHP. This is considered the number two position, and she held it from 2012 until she retired in 2015. She is considered a trailblazer for women and has broken many barriers during her career. She said, “When I joined the patrol there were 50 women total, and I knew them all by first name . . . Now there are over 400. My goal has always been to make it easier for those who follow after me” (Richards, 2016, p. 1).

Her rise through the ranks began in 1990 when she promoted to sergeant, then lieutenant, captain, assistant chief, deputy chief, and assistant commissioner to deputy commissioner. She began her career in 1997, just 2 years after the first academy class allowed women. She was just the third class to allow women and graduated 10 of the 12 who entered. She was also the first women to join the motorcycle unit in 1980 and served with that unit for 6 years before heading back to the academy for special projects (Keene, 2015).

Summary

This chapter explored the entry of women into the workforce and law enforcement. Women have encountered many barriers along the way, and research shows women are still underrepresented in leadership roles. Some of the research shows women represent less than 17% of the police force, and the numbers of leadership
positions are even lower (Keverline, 2003; NCWP, n.d.-a, 2002). However, few studies have focused on the lived experiences of women in the CHP and their navigation of climbing higher in ranks and leadership. Finally, a theoretical foundation utilizing social identity theory and motivation theory is presented, giving a lens to the lived experience of these women. Because of the evident gap in literature, the researcher sought to gain insight into their personal journey and experiences while illuminating their voice.
CHAPTER III: METHODOLOGY

Overview

This chapter describes the methodology of the research used in this study. This phenomenological investigation explored how women of the California Highway Patrol (CHP) were able to advance to positions of leadership within the CHP—lieutenant and captain. This chapter includes the purpose of the study, the research questions, and design. This chapter also discusses the population, sample, instruments used, data collection and analysis, and limitations.

Purpose Statement

The purpose of this qualitative phenomenological study was to examine, understand, and describe the challenges women face to advance to middle management (lieutenant and captain) in the California Highway Patrol (CHP). The study focused on the individual lived experiences of California female captains and lieutenants as they rose through the ranks of the CHP.

Research Questions

This study was guided by one central research question and five subquestions designed to explore how female captains and lieutenants navigated their career paths toward the top CHP leadership positions.

Central Research Question

What are the lived experiences of California female captains and lieutenants as they rose through the ranks of the CHP?

Subquestions

1. Motivation: What factors initially motivated women to choose the CHP as a career?
2. **Career advancement**: What factors contributed to the career advancement of women in the CHP?

3. **Barriers**: What barriers did women face during their CHP careers and how did they overcome them?

4. **Support**: What type of support did women in the CHP have and from whom?

5. **Recommendations**: What recommendations do CHP women have for women wanting to pursue a career in the CHP?

**Research Design**

According to McMillan and Schumacher (2010), “Historically, qualitative researchers cited two major purposes of a study: to describe and explore and to describe and explain” (p. 324). According to Patton (2002), qualitative research methods are “ways of finding out what people do, know, think, feel by observing, interviewing, and analyzing documents” (p. 145). As described by Creswell (2008), “Qualitative research begins with assumptions, a worldview, the possible use of a theoretical lens, and the study of research problems inquiring into the meaning individuals or groups ascribe to a social or human problem” (p. 37). McMillan and Schumacher (2010) presented nine key characteristics that are present in a qualitative research; however, all may not be apparent; the characteristics are “natural settings, context sensitivity, direct data collection, rich narrative description, process orientation, inductive data analysis, participant perspectives, emergent design, and complexity of understanding and explanation” (p. 321).

The study utilized a phenomenological qualitative method of research. The phenomenological approach was chosen to examine the lived experiences of the women...
of the CHP as they navigated their way through the ranks of the department. According to Patton (2002), there are two key implications for using a phenomenological inquiry, which is “that what is important to know is what people experience and how they interpret the world [and] the only way for us to really know what another person experiences is to experience the phenomenon as directly as possible for ourselves” (p. 106). In addition, it allows for stories to be shared in an intimate fashion and description of a woman’s experience (B. Roberts, 2007).

While other research methods were considered, the qualitative approach emerged as the most suited for this research because the study sought to examine the lived experiences of women who work in the CHP and who gained access to positions of leadership within a male-dominated profession. According to Patton (2002), “Certain purposes, questions, problems, and situations are more consonant with qualitative methods than others” p. 145).

This study utilized in-depth, personal unstructured interviews. McMillan and Schumacher (2010) maintained, “The data collection mainstay of a phenomenologist is the personal in-depth, unstructured interview” (p. 346). Follow-up questions may be asked for clarification of experiences. This type of interview allows for adjustments and added questions based on the participants’ experiences (Patton, 2002).

**Expert Panel**

An expert panel was convened to review and validate the data collection instruments to ensure their alignment with the research questions and purpose of the study. An invitation letter was mailed to several professionals, each an expert in his or her field (see Appendix A). Three experts were chosen; one is a laboratory director for
TestAmerica based out of Irvine, California as well as for locations in Las Vegas, Nevada and Honolulu, and Hawaii. As laboratory director, she is directly responsible for the day-to-day operation as well as the financial success of the facilities under her leadership. She has more than 22 years of environmental laboratory experience, starting as a bench-level chemist who then leveraged her developing skill sets in order to work her way up and through more technically challenging management positions. She complements her well-rounded industry experience with a strong educational background and a leadership vision that is grounded in the belief that three key elements—quality, client satisfaction, and employee satisfaction—ultimately lead to bottom-line growth and overall organizational success. She also has done extensive research in women’s studies in her field. She has an Ed.D. in Organizational Leadership from Brandman University, an MBA, and a B.S. in Environmental and Occupational Science from California State University, Northridge.

Another expert who was chosen has also done extensive research in women’s studies in education. She currently serves as a middle school assistant principal of curriculum and instruction. She is responsible for the development of the master schedule, course outlines, student schedules, and academic programs. She assists with the planning and implementation of staff developments and activities. She is also responsible for hiring, supervising, and evaluating certificated and classified staff. She has over 18 years of experience in education. She has served as a high school counselor, high school learning director, middle school assistant principal of student services and supervision, middle school assistant principal of curriculum and instruction, and high school summer school principal. Her educational background includes an Ed.D. in
Organizational Leadership from Brandman University, an M.A. and B.A. in Social Work from California State University, Fresno.

The third expert panel is a full-time faculty member at Brandman University. He teaches and oversees the graduate and credential-level courses in education as well as courses in the teacher and administrative credential programs. He has been with Chapman/Brandman University and has taught a variety of courses in the School of Education, including in the doctoral program in organizational leadership, master’s program in educational leadership, master’s program in education, master’s program in teaching, and the teacher credential program. He serves on the Brandman University Institutional Review Board (BUIRB). He has also served as dissertation chair or dissertation committee on many doctoral candidates. He has spent over 35 years in the field of education as a teacher, site and district school administrator, and in the capacity of an adjunct instructor and full-time associate professor at the university level. His educational background includes an Ed.D. in Educational Leadership from Brigham Young University, an M.A. in Educational Administration from University of Nevada, Las Vegas, and a B.A. in English from University of Southern California.

Each expert was asked to review informed consent and the interview protocol independently and provide feedback, which included his or her professional opinions and suggestions for revisions for each item. In order for each interview question to be implemented during the interview, a consensus from the experts was required. If for any reason a consensus was not reached, the question was thrown out or revamped so that a consensus was reached. After revisions were made and consensus was obtained, the instrument items were used for this study.
**Timeframe of the Study**

The following timeline depicts the schedule and steps conducted in this study:

- **September 2017**—Research proposal was submitted to the dissertation committee for approval.
- **October 2017**—Upon approval by the dissertation committee, the research protocols and related documents were submitted to the university’s Institutional Review Board (IRB).
- **November 2017**—Participants for the study were recruited and selected.
- **November 2017**—Pilot testing and finalization of interview questions.
- **December 2017**—Participants signed an informed consent to participate in the study (Appendix B).
- **December-January 2017**—Interviews were conducted.
- **February-March 2018**—Final analysis of data collected, including review, coding, and summarization.

**Population**

A population represents the group in which the results of the study can be generalized (McMillan & Schumacher, 2010). According to human resources at the CHP Headquarters, there were a total of 469 uniformed CHP females in August 2016, and of those 33 serve in a high-ranking leadership position either as captain or lieutenant. The population for this study consisted of 33 females in middle management; there are nine female captains and 24 female lieutenants. Qualitative inquiry typically focuses upon understanding the lived experiences of persons and over the process generalizing the results, which can yield valuable information to the greater population it is from
(Creswell, 2008). C. Roberts (2010) asserted, “When you don’t have an opportunity to study a total group, select a sample as representative as possible of the total group in which you are interested” (p. 149). The target population or sampling frame can be selected from the larger population that meets the criteria which is intended to generalize the results of the research (McMillan & Schumacher, 2010). The actual list of sampling from which the sample was selected included 33 female lieutenants and captains of the CHP.

**Sample**

A sample in a study is the group of people “from whom the data are collected” (McMillan & Schumacher, 2010, p. 119). In qualitative research, the data collected must be purposeful (Creswell, 2008). Qualitative sampling is “selecting information-rich cases for study in-depth” (Patton, 2002, p. 242). The subjects who were utilized for the study were selected because they helped the researcher to better understand the phenomena (Creswell, 2008). The logic is that a smaller, in-depth case studied can yield insight and understanding about the topic for generalizing about the larger population: it is to increase the efficacy obtained from a smaller sample size (McMillan & Schumacher, 2010). It was the intent of the researcher to recruit a sample of six to 10 female lieutenants and three to six female captains in the CHP working for at least a minimum of 6 months in that leadership position, representing a total sample of 16, with 12-15 being the minimum target.

Purposeful sampling was used in selecting the participants for this study. Purposeful sampling is used for in-depth study where one can learn a great deal from the information. The information collected from the cases highlight the questions of the
study (Patton, 2002). McMillan and Schumacher (2010) stated that purposive sampling is when “the researcher selects particular elements from the population that will be representative or informative about the topic of interest” (p. 138). Although this type of sampling may not be able to generalize to the larger populations, the results may be generalizable to the women of the CHP. In this study the researcher interviewed a sample of female lieutenants and captains currently working for at least 6 months in that specific leadership role in the CHP from varied counties within the state of California, representing the diverse personal characteristics of women CHP leaders in California.

### Instrumentation

The primary instrument used for data collection and analysis for this study was the researcher. When piloting qualitative research, the researcher is known as the instrument (Patton, 2002). Due to the researcher being the instrument in a qualitative study, Pezalla, Pettigrew, and Miller-Day (2012) contended that the unique personality, characteristics, and interview techniques of the researcher may influence how the data are collected. As a result, the study may contain some biases based on how the researcher influenced the interviewee during the qualitative interview sessions.

For this study, the researcher has experience as a female leader in higher education. Her experience includes being a campus director at a private for-profit junior college before moving into her current role as the dean of arts and education at a public junior college. Her degrees in social science and education along with her own climb as a female leader gives her a solid background to research women and their lived experiences of climbing the ranks in the CHP. The researcher has worked closely with the CHP for over a decade. She has conducted training that included team-building
communication at the CHP Academy. There were many people within the CHP who offered their assistance during the research process and were eager to see the results.

The researcher developed the interview protocol based on the themes that surfaced in the literature as well as aligning interview questions with the proposed research questions. This study utilized in-depth, personal unstructured interviews as the instrument. According to McMillan and Schumacher (2010), protocol questions need to be identified prior to data collection, and interviewing “requires asking truly open-ended questions” (p. 357). Interviews are used in order to gather a deeper understanding of the phenomenon of the person’s perspectives (Creswell, 2008, Patton, 2002). A questionnaire was developed to guide the interview process and was delivered by asking the same questions in a similar manner. Follow-up e-mails and phone calls were also utilized. Semistructured questions and format were utilized so that the researcher had little control as to the responses that were given. The focus was on the personal experiences of the subjects.

Validity

C. Roberts (2010) stated, “Validity is the degree to which your instrument truly measures what it purports to measure” (p. 214). It is extremely important, and one of the key characteristics an instrument can possess is having the instrument capture what is reported (Gay, Mills, & Airasian, 2006). Patton (2002) reported key methods to establish trustworthiness:

- Data triangulation—use multiple sources of information to acquire additional data on a research topic
• Checking transcription accuracy—having another person compare audio recordings with the transcription

• Peer reviews—utilizing the researcher’s peers to examine the data collection process, results of the data and the conclusions. The peers would provide feedback to the researcher

• Member checking—allow the participants the opportunity to review the results of the data analysis and provide their interpretation. The researcher is able to make adjustments to the data, if needed

• Researcher bias—clarifying the researcher’s assumptions, worldview, and theoretical orientation at the start of the study. (Patton, 2002, p. 157)

**Content Validity**

The researcher was very mindful in creating validity, credibility, and reliability in the study. According to Patton (2002), “The validity, meaningfulness, and insights generated from qualitative inquiry has more to do with the information richness of the cases selected and the observational/analytical capabilities of the researcher than with the sample size” (p. 245). The researcher utilized the literature review in order to develop a framework to develop the interview questions. An interview schedule was developed with open-ended questions. The researcher also sent the interview questions to the expert panel for feedback to meet appropriate criteria.

**Pilot Test**

A pilot test was conducted to make certain the accuracy of the interview questions. Upon completion of the editing process, the researcher used the interview protocol (see Appendix C) in a field-test. The field-test interview was designed to be
similar to the actual interviews conducted for data collection. The subject of the field-test was a female lieutenant as defined in this study but not included in the study.

One exception to the interview protocol that was used in the field-test was the presence of an expert observer (Patton, 2002). An expert was chosen due to her recent completion of a qualitative research study. The expert served as a process observer during the interview and made notes related to the interview technique of the researcher. Following the field-test interview, the observer and field-test participant provided feedback related to the clarity of the questions, length of the interview, and format of the interview. Feedback from the field-test participant and the observer followed the feedback instruments created for use by all members of the thematic team. After completing the pilot test, the researcher conferred with each of the expert panel members to discuss the findings and ensure the accuracy of the interview questions in relation to the research questions.

**Reliability**

According to Patton (2002), “A test is said to be reliable if it yields consistent results” (p. 83). In qualitative research, reliability is as important as validity. Reliability refers to the findings that are determined to be consistent and dependable with the data collected (Bloomberg & Volpe, 2008). To ensure reliability, the researcher triangulated the themes in each of the interviews, which included field notes, audiotapes, and the literature review to accomplish greatest reliability of the findings. These findings were also shared with the expert panel members for their suggestions to enhance overall reliability.
Interrater Reliability

Researchers and transcribers can obtain the accuracy of the data through intercoder reliability. The process of intercoder reliability was utilized to evaluate the coding of the data. A peer researcher under the guidance of an experienced researcher coded and reviewed the themes generated. The purpose was to establish the validity of the codes generated and reduce the potential bias of the researcher (Lombard, Snyder-Duch, & Bracken, 2002). To establish intercoder reliability at least 10% of the data will be coded by an additional researcher to yield an agreement of 80% or higher (Lombard et al., 2002).

Before the collection of any data, the qualitative design and interview strategies were approved by the Brandman University Institutional Review Board (BUIRB) to ensure the rights and confidentiality of the subjects in the study (McMillan & Schumacher, 2010). Communication with the expert panel was conducted via e-mail. Each panel member analyzed the questions separately and gave their feedback. The interview was also field-tested with a female in a management position within the CHP. The interview was observed by an experienced interviewer who looked for any bias. The interviewee was also questioned afterwards to allow for feedback and to clarify any questions. Once the feedback was given, appropriate changes were made before conducting further interviews.

Data Collection

The researcher is the person responsible for all aspects of the data collection process. All of the data collected for this study were gathered through in-depth interviews. In order to find candidates for this study purpose, sampling was utilized.
Patton (2002) identified purposive sampling as “purposively select[ing] individuals who they believe will be good sources of information” (p. 51).

**Request for Participation**

The researcher used her professional association with a CHP chief who was in charge of recruitment for the CHP to recruit female lieutenants and captains of the CHP to obtain a representative sample of the target population. This chief worked with the researcher to identify and send out e-mails for prospective candidates. Once identified, e-mails and phone calls were made in order to set up interviews with the nine female captains and 24 female lieutenants in order to find subjects for this study.

**Procedure for Data Collection**

An invitation was distributed to the entire population of female CHP lieutenants and captains (N-33) to acquire an adequate sample size (see Appendix A). A random sample was selected from the willing participants. A detailed informed consent and a copy of Brandman University’s Participants’ Bill of Rights was sent to each participant. Once the researcher received the signed consent, each participant was called to set up a time and place for the interviews to take place. The interviews were completed during the fall of 2017 at the place of employment of the subjects or a place of their choosing. There was the possibility of follow-up contact done through phone and e-mail for clarification. The interviews were recorded and field notes were taken. The interviews were transcribed and loaded into NVivo, an electronic qualitative software program.

**Data Analysis**

This study is a qualitative research design that utilized interviews as data collection. In the book *The Dissertation Journey* (C. Roberts, 2010), the importance of
using a matrix for a qualitative design was presented. The author used the example from Tesch (as cited in C. Roberts, 2010) who cited the following eight-step approaches:

1. Get a sense of the whole. Read all the transcriptions carefully. Perhaps jot down some ideas as they come to mind.

2. Pick one document (e.g., one interview)—the most interesting one, the shortest, the one on the top of the pile. Go through it asking yourself, “What is this about?” Do not think about the “substance” of the information but its underlying meaning. Write thoughts in the margin.

3. 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.

4. Now take this list and go back to your data. Abbreviate the topics as codes and write the codes next to the appropriate segments.

5. Find the most descriptive wording for your topics and turn them into categories. Look for ways of reducing your total list of categories by grouping topics that relate to each other.

6. Make a final decision on the abbreviation for each category and alphabetize these codes.

7. Assemble the data material belonging to each category in one place and perform a preliminary analysis.

8. If necessary, recode your existing data. (p. 160)

Patton (2002) stated, “Developing a classification or coding scheme is the first step in analysis” (p. 463). Cross-checking and cross-validating will reduce researcher
bias. Patton asserted that data analysis “involves creativity, intellectual discipline, analytical rigor, and a great deal of hard work” (p. 442).

Identifying Themes

NVivo, an electronic software program, was utilized to help in the analysis and coding of the information given from the interviews. Upon completion of each interview, the transcription data were uploaded to NVivo. Once each interview was uploaded into NVivo, the researcher read through each interview multiple times. According to Creswell (2008), nothing should be done until the researcher has read through each interview as many times as necessary so that the researcher has a sense of each interview as a whole before breaking them into parts. Once this has taken place, the next step in the analysis is coding. Creswell (2008) stated, “Coding is the process of segmenting and labeling text to form descriptions and broad themes in the data” (p. 251). Once the initial coding was established, the next step was axial coding to establish relationships between categories that emerged during the initial coding (Patton, 2002). During the entire process of the analysis, consistent comparison was used to compare “each new element of the data with all previous elements that have been coded in order to establish and refine categories” (Patton, 2002, p. 159).

Coder Reliability

According to McMillan and Schumacher (2010), “Validity, in qualitative research, refers to the degree of congruence between the explanation of the phenomena and the realities of the world” (p. 330). Gay et al. (2006) referred to validity as “the most important characteristic a test or measuring instrument can possess” (p. 134). The interviews were audiotaped to ensure accuracy of the responses from the female leaders.
The researcher then allowed the participants to review the transcribed interviews for accuracy before being uploaded to NVivo. Patton (2002) suggested that cross-checking and cross-validating reduces researcher bias. McMillan and Schumacher (2010) also noted the importance of validity in qualitative research by describing the validity of the qualitative designs “as the degree to which the interpretations have mutual meanings between the participants and researcher. [Thus,] the researcher and the participants agree on the description or composition of events and especially on the meaning of those events” (p. 330).

**Ethical Considerations**

Participants were well informed of the interview process and the expectations and options before, during, and after the interviews. The interview questions were targeted to answer the research questions for the study, while probing for the journey of the lived experience of the participant would be done in real time. Patton (2002) emphasized,

Because qualitative methods are highly personal and interpersonal, because naturalistic inquiry takes the researcher into the real world where people live and work, and because in-depth interviewing opens up what is inside people—qualitative inquiry may be more intrusive and involve greater reactivity. (p. 407)

**Limitations**

Limitations are areas of the study the researcher may not have control over that can affect the study (C. Roberts, 2010). The study was limited to the CHP; thus, the results may not be generalizable for all other law enforcement agencies. In addition, limitations of this study are that the female captains and lieutenants interviewed may not
be representative of all women in these positions in the CHP. It also may not be representative of all women in leadership positions in law enforcement nationally.

Another limitation in this study was the sample size. The narrow focus of lieutenants and captains limited the ability to generalize to the greater populations. This is due in part to the defining characteristics and limited number of women in these positions. There are nine female captains and 24 female lieutenants currently serving in the CHP.

**Summary**

This chapter explained the purpose and methodology used for this study. It included the rationale for the use of a qualitative phenomenological research design (Creswell, 2008; McMillan & Schumacher, 2010; Patton, 2002). The aim of this study was to explore the lived experiences of female lieutenants and captains as they rose through the ranks of the CHP. The researcher was determined to be primary tool used in the study. The research design was described, the sample determined, and the target population identified. The data collection and analysis were identified along with the limitations of the study. The following two chapters describe the data collected, analysis procedures, interpretation of the findings, implications of the findings, and suggestions for future research.
CHAPTER IV: RESEARCH, DATA COLLECTION, AND FINDINGS

Overview

The phenomenological approach was used to examine, understand, and describe the challenges women face to advance to middle management. By conducting qualitative interviews, the study focused on the individual lived experiences of California female captains and lieutenants as they rose through the ranks of the CHP. Additionally, this study sought to determine why women pursued advancement and how they accomplished it.

Purpose Statement

The purpose of this qualitative phenomenological study was to examine, understand, and describe the challenges women face to advance to middle management (lieutenant and captain) in the California Highway Patrol (CHP).

Research Questions

This study was guided by one central research question and five subquestions designed to explore how female captains and lieutenants navigated their career paths toward the top CHP leadership positions.

Central Research Question

What are the lived experiences of California female captains and lieutenants as they rose through the ranks of the CHP?

Subquestions

1. Motivation: What factors initially motivated women to choose the CHP as a career?

2. Career advancement: What factors contributed to the career advancement of women in the CHP?
3. **Barriers:** What barriers did women face during their CHP careers and how did they overcome them?

4. **Support:** What type of support did women in the CHP have and from whom?

5. **Recommendations:** What recommendations do CHP women have for women wanting to pursue a career in the CHP?

**Research Methods and Data Collection Procedures**

This study utilized a phenomenological qualitative method of research. The phenomenological approach was chosen to examine the lived experiences of the women of the CHP as they navigated their way through the ranks of the department. While other research methods were considered, the qualitative approach emerged as the most suited for this research because the study sought to examine the lived experiences of women who work in the CHP and who gained access to positions of leadership within a male-dominated profession.

Semistructured interviews were used to produce descriptive narratives that would attempt to explain the participants’ lived experiences including motivation, barriers, support, and recommendations on their climb to leadership in a male-dominated field. The instrumentation developed for this study comprised predetermined, open-ended questions to ensure consistency. Probing questions were developed by the researcher if the conversation needed to go deeper or when clarification was needed. The questions were developed to encourage conversations regarding participants’ lived experience.

**Population**

According to Human Resources at the CHP Headquarters, there were a total of 469 uniformed CHP females in August 2016, and of those 33 served in a high-ranking
leadership position either as captain or as lieutenant. For this study, the target population consisted of 33 females in middle management; there were nine female captains and 24 female lieutenants.

**Sample**

The original sample included of six to 10 female lieutenants and three to six female captains in the CHP working for at least a minimum of 6 months in that leadership position, representing a total sample of 16 with 12-15 being the minimum target. Twelve interviews were conducted with five captains and seven lieutenants.

**Demographic Data**

Interviewee demographic data were collected during the interview sessions. Individual data were collected related to age, race, CHP rank, marital status, educational level, and geographic locale where they were raised. In addition, data such as number of employees in their office/command and number of female uniformed in their command were also gathered. An additional item of interest collected in this study was whether the participants always wanted to be in law enforcement as a career. As per the function of this study, all the interviewees were female.

The interviewees were asked to disclose their age at the time of their interview. The interviewees were evenly distributed in the age ranges (see Figure 4). Four of the 12 participants were in each age range.

The interviewees were asked to provide their ethnic race, as it is determined by themselves (see Figure 5). Of the 12 participants, 11 were Caucasian and one was Hispanic.
The interviewees were asked and provided their respective rank at the time of the interview (see Figure 6). Eight of the participants were at the rank of lieutenant, and five were at the rank of captain at the time of their interview.
The interviewees were asked what their current marital status was at the time of the interview (see Figure 7). Nine of the participants were married, and three were single at the time of their interview.

The interviewees were asked to provide their highest level of education at the time of their interview (see Figure 8). Of the 12 participants, three had the minimum
requirement of a high school diploma. One earned an associate degree, five earned bachelor’s degrees, two earned master’s degrees, and one earned her juris doctorate.

*Figure 8. Education level of the participants.*

The interviewees were asked if they were raised in California and if so where in California, and if not in California where they were raised (see Figure 9). Of the 12 interviewees, 10 were raised in California and two were raised outside of California.

*Figure 9. Were the participants raised in California?*
The interviewees were asked to provide where in California they were raised (if they were raised in California). If they were not raised in California, they were asked where they grew up. The largest number, four, grew up in Southern California, three in Northern California, two in Central California, and two in the Bay Area of California. The two interviewees raised outside of California grew up in Ohio and Illinois (see Figure 10).

![Where Raised](image)

*Figure 10. Where were the participants raised in California, if not California where?*

The interviewees were asked to provide the number of total employees within their office or command (see Figure 11). Only one of the interviewees had less than 25 employees, and only one interviewee had more than 100 employees. Two interviewees worked in an office with 25-50 employees and three with 75-100. The highest number of interviewees, five, worked in an office with 50-75 total employees.
The interviewees were asked to provide the total number of uniformed female employees in their respective commands, including themselves (see Figure 12). Six of the interviewees were the only uniformed female in their respective commands. Two interviewees were one of two uniformed females in their command. One interviewee had three, one had four, one had five, and one had 10 total uniformed females in her office/command.

Figure 11. Total number of employees in participant’s office/command.

Figure 12. Total number of uniformed females in the interviewee’s office/command.
Presentation and Analysis of Data

The data collection for this research began in December 2017 and was completed in January 2018. It consisted of 12 separate interviews with seven lieutenants and five captains. The interviews were conducted throughout California, in person, at the participants’ office or a setting of their choosing to create a place of easy conversation and rapport. An interview protocol was developed based on the themes that surfaced in the literature as well as aligning interview questions with the proposed research questions. This study utilized in-depth, personal unstructured interviews. A questionnaire was developed to guide the interview process delivered by asking the same questions in a similar manner. Semistructured questions and format were utilized so that the researcher had little control as to the responses given. With consent from participants, all interviews were recorded. Follow-up e-mails were sent to all participants of their transcriptions to make sure they had a chance to clarify what was captured.

Central Research Question

What are the lived experiences of California female captains and lieutenants as they rose through the ranks of the CHP? All the research questions posed to the participants focused on the intent to answer this central question. Other subquestions were focused on barriers, motivation, support, and advice for other women.

The interviewees were asked to describe their career pathway to their current assignment, from their first office/location after graduating the academy to their office/location at the time of the interview. Of the nine participants who answered the question the fewest number of offices/locations worked was five, and the highest number
was 12 (see Figure 13). The average of all the responses was just over seven different locations worked before getting to their current position.

![Career Pathway- Locations worked](image)

*Figure 13.* Career pathway—different offices/locations.

The interviewees were asked to describe what inspired them to become a leader within the CHP. Throughout the interviewees’ statements, two major influences developed in this area. One was the influence to promote from a mentor, and the other was the influence to promote due to working for bad supervisors/leaders and wanting to do better and emulate the good ones. One interviewee shared, “My boss at the time . . . who’s fantastic as far as someone who you want to emulate as a leader . . . he came to me and said *hey it’s time that you start thinking about promoting.*” One woman shared her experience on the influence to promote due to bad supervisors/leader: “One supervisor I had run across several times through my career and I had very little respect for him . . . I cannot let someone like that tell me what to do. It’s just wrong.”
A few of the interviewees also stated the promotion process was a natural transition for them. An additional reason one of the interviewees gave was the need for more women in leadership roles, stating,

As I kind of grew up in the department, it became more about women need to have their voice heard and they need to be respected in this department because we bring a different sensibility and a different perspective and a different way of doing things.

An additional influence to promote was given by one of the interviewees was to reduce risk and exposure to risk sharing:

[I] knew that I wanted to have children . . . and deciding that, this just really was not the best mom job. So, I kind of thought, well what can I do where I can still love what I do and decrease my risk and exposure a bit.”

The interviewees were asked to describe what education or experiences they felt helped prepare them the most for their current assignment and why. The responses contained various thoughts and centered on two distinct areas of emphasis: education and field/road experience (working in field offices). Half of the interviewees noted education as an important part of their career building. Statements on the importance on education included “I think just the college education in general . . . is one of the things that’s prepared me best for my current position” and “[Education] supported me getting noticed to go into these special positions.” One of the interviewees described her view on the importance of field/road experience: “I have field experience as well as administrative experience. So those two together help build a better leader in my mind.”
Common Themes and Patterns in Response to the Central Research Question

The following comparative findings and data analysis of the lived experiences of California female captains and lieutenants as they rose through the ranks of the CHP are presented in Table 1. General themes emanated from the interview responses to the Central Research Question 1.

Table 1

<table>
<thead>
<tr>
<th>Central Research Question: Lived Experiences: Common Patterns in Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Common theme</td>
</tr>
<tr>
<td>Example quotation</td>
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<tr>
<td>Source</td>
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<tr>
<td>Mentors influenced decision to become CHP leader</td>
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<tr>
<td>• There was this sergeant here at the time . . . he’s like, just wait until the people you trained start outranking you.</td>
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<tr>
<td>• She was one of the other females I’ve come across on the department that I respect.</td>
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<tr>
<td>• My sergeant at the time who was a male and a command staff was like “hey, you should promote.”</td>
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<td>10</td>
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<tr>
<td>Working for a poor leader influenced decision to become CHP leader</td>
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<tr>
<td>• I would often see sergeants mistreat officers . . . just give them bad information or not be helpful . . . I just wanted to do differently than that . . . just be a little better and not lazy.</td>
</tr>
<tr>
<td>• The bad ones before me probably is the best answer I can give you. I want to make a difference and so I said you know what, in seeing how other supervisors that I worked for, I would say it was more the bad supervisors that drove me to be a supervisor because I wanted to be different.</td>
</tr>
<tr>
<td>• I wanted to affect people differently than be a negative supervisor because these assholes can be sergeants.</td>
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<tr>
<td>• I’m going to promote because this is ridiculous, I would say . . . not so good leaders, that I have experienced, and those leaders that I wanted to be like.</td>
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<td>4</td>
</tr>
<tr>
<td>Advanced degrees and education were important to career building</td>
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<tr>
<td>• I particularly got my master’s to help me in this field.</td>
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<tr>
<td>• My bachelor’s in psychology, only because it’s about why people do the things they do.</td>
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<tr>
<td>6</td>
</tr>
<tr>
<td>Field experience was important to career building</td>
</tr>
<tr>
<td>• A diverse resume . . . I would say just the path of my career.</td>
</tr>
<tr>
<td>• I bring just this remarkable field experience to bear in the decisions that I make.</td>
</tr>
<tr>
<td>4</td>
</tr>
</tbody>
</table>
Research Subquestion 1

Motivation: What factors initially motivated women to choose the CHP as a career?

The interviewees were asked whether they always wanted to become a police officer and if not, what career did they want to be in (see Figure 14). Eight of the 12 did not initially want to be in law enforcement as a career, and four of the 12 always wanted to be in a law enforcement career.

![Pie chart showing 33% Yes and 67% No for always wanting to become a police officer.]

Figure 14. Did the participant always want to become a police officer?

The interviewees who answered no (eight) to always wanting to be in a law enforcement career were asked to provide which career they were pursuing outside of law enforcement. Two of the eight wanted to be teachers, two wanted to go into counseling/psychology, one wanted to be a judge, and three did not have any specific plan (see Figure 15).
The interviewees were asked what inspired them to join the CHP. The answers varied among all the participants. Only two had relatives in law enforcement. Two of the interviewees went on ride-a-longs, which influenced their decision. Two of the interviewees chose law enforcement as a way to help people and do what was right in their minds. Two interviewees were swayed toward law enforcement through friends and acquaintances who were members of law enforcement. There was not one common theme that emerged from this question; each interviewee had her own reasons for choosing a career in law enforcement.

The interviewees were asked why they chose the CHP specifically as the law enforcement department they wanted to become a part of (see Figure 16). Two of the interviewees had relatives on the CHP and that was the main reason they chose the CHP—first-hand knowledge of the department. Two chose the CHP because of interactions they had with officers helping others and wanted to do the same. Two interviewees came to the CHP because of the benefits and the stability of employment.
Three chose the CHP due to the opportunity for diverse jobs and the ability to move around the state. Three interviewees were recruited by CHP officers with whom they were friends or acquaintances; one of the recruiters was a female officer. One interviewee chose the CHP because they were the law enforcement agency hiring at the time. The theme developed out of this question centered on the interviewees being recruited by members of the CHP directly through either ride-a-longs, family, friends, or acquaintances.

![Why they chose the CHP](image)

*Figure 16. Why the participants chose the CHP.*

The interviewees were asked if it was easy or hard to become an officer (see Figure 17). The interviewees’ answers focused mainly on their experience at the academy. The main themes presented in their answers were that their academy experience was considerably miserable due to being hungry and exhausted and the process being physically demanding. Statements of “I was exhausted and I was starving,” “It’s definitely grueling and miserable,” and “The hardest part of the academy
for me was exhaustion and part of that was hunger” were made about their academy experience. An additional theme expressed by numerous interviewees was the hardship of being female. Interviewees discussed numerous experiences while in the academy when they felt they were directly challenged for being female. Interviewees stated how more pressure was placed on them for being female than was placed on the male cadets. One woman talked about this pressure: “I’m a strong-willed female, which is not looked upon as something good,” while another shared, “If I walked too fast, they didn’t like the way my face looked. . . . They didn’t like the inflection of my voice. . . . I think it was because I was female.”

![Academy Experience](image)

**Figure 17.** Academy experience: Easy or hard to become an officer.

Interviewees were asked to talk about what their break-in period was like after graduating from the academy and reporting to their first command to begin field training. Half of the interviewees stated they did not have any issues during their break-in period. The other half of the interviewees discussed numerous difficulties they experienced
during break-in, including having no instruction, no mentoring, constant harassment, old-school mentalities, difficulty with female officers, and no communication or support by other officers. One CHP female shared her frustration: “They didn’t want to teach you how to do the job. They just wanted to ram it down your face and see if you could survive.” Another talked about feeling belittled: “It was just constant harassment, constant belittling. I’d have to go in and ask for permission to go to the bathroom.” Finally, several women shared additional frustrations in that they often received poor treatment from female officers:

Some of the FTOs (field training officers) were that old school mentality . . . of treating you not well. I got more grief from the female officers than the males . . .

I had my biggest challenge with a female sergeant as opposed to any of the males . . . I was the first cadet to go to . . . I got there and it was absolutely horrendous. Nobody would talk to me. I was the young female and didn’t fit the mold. They would have nothing to do with me.

The interviewees were asked to describe what they enjoyed about their journey to where they are today. The answers were very personal and diverse. The one main answer that encompassed nearly all the responses was the people they work with and have worked with and the relationships they have made. The importance of these relationships with both members of the CHP and members of the public they serve were revealed by several women: “I really am amazed at some of the friends I’ve made in this” and “The relationships that have been created . . . and just all the people that I know, [were important].”
Another part of the journey that was noted in the responses was these women’s ability to help someone and make a difference, “I feel like I can make a difference and it sounds really hokey, but I can make a difference every single day, if not for a member of the public, a member of my command.”

Common Themes and Patterns in Response to Research Subquestion 1

The following comparative findings and data analysis of the factors that initially influenced women’s motivation to choose the CHP as a career are presented in Table 2. Themes emanated from the interview responses to Subquestion 1.

Research Subquestion 2

Career advancement: What factors contributed to the career advancement of women in the CHP?

The interviewees were asked what had surprised them in their ascent to leadership. One theme emerging from this question was the lack of support from other female uniformed CHP employees. One woman shared the following about working with women in the CHP: “You have to have your line, have your limits and especially as a woman they’re going to test you. They are going to try to take advantage. They’re going to push you, and I’ve seen it, I’ve felt it.” Another discussed her experiences with upper leadership: “I had a female captain and I had two, two female sergeants that were pretty much on my ass.” Finally, the need for women to recognize this problem was revealed by another woman: “We’re focused on the wrong shit. The dudes are not talking about this, and until we can have this conversation that they’re having, they’re not going to bring us to the table. We have to stop being mean girls. We have to start taking care of each other.”
Table 2

**Motivation: Common Patterns in Responses**

Research Subquestion 1: Motivation: What factors initially motivated women to choose the CHP as a career?

<table>
<thead>
<tr>
<th>Common theme</th>
<th>Example quotation</th>
<th>Source</th>
<th>Frequency</th>
</tr>
</thead>
</table>
| Break-in period after the academy was varied | • I liked it. It was full of action. It was new. It was exciting.  
• There was no instruction, there’s no mentoring.  
• They didn’t want to teach you how to do the job. They just wanted to ram it down your throat.  
• It was just constant harassment, constant harassment and belittling. | 10     | 29        |
| Experience in the CHP Academy was not positive | • There is no instruction, there’s no mentoring. . . . They didn’t really care.  
• He’s (FTO) just that old school, just treated all of his trainees like crap.  
• My first FTO was a total asshole to me.  
• My third phase FTO was horrible, super, super senior guy. | 10     | 28        |
| Being a female in the academy was considered a hardship | • It’s not very female friendly.  
• I think it was because I was female.  
• Fat body program, all the women were on it for the entire time.  
• But that was not the true reason we were there; it was to see if they could get us out. | 8      | 27        |
| Recruited by members of CHP | • My husband was on at the time.  
• My dad had a lot to do with it.  
• Recruited at a mall by a female CHP officer.  
• I had an uncle who was on the Highway Patrol.  
• My friend’s husband was a CHP officer. | 11     | 23        |
| Desire to be in law enforcement | • Law enforcement was something that I had always been interested in.  
• Probably since CHiPs, when you’re watching it on T.V.  
• I had wanted to be in law enforcement since I was a kid. | 4      | 22        |
| Making positive relationships along the CHP journey served as a motivator | • Working with some really, really great people along the way.  
• I like the people I work with.  
• I like helping people.  
• The people I know I have impacted along the way.  
• Just the people.  
• The people that I’ve come in contact with. | 9      | 22        |
| Making a positive difference in the world served as a motivator | • I’m definitely making a difference in the world.  
• Like getting to know the people in the communities. . . . You’d have certain people you would see over and over again or being able to help someone. | 5      | 10        |
The interviewees were asked to describe their department’s protocol for seeking promotions. Nearly all the participants answered the question with the CHP’s promotional process as it currently stands: for sergeant and lieutenant promotions it is an application, a written test, and an oral interview. Captain promotions consist of an assessment panel.

The interviewees were asked to discuss any obstacles during the promotional process, if they felt comfortable doing so. Two definite themes emerged from this inquiry. One was the politics involved in the process and the other was the “it’s who you know” obstacle. The participants made numerous statements in regard to these two themes. Several statements concerning the politics included “But that’s the political game. That’s unfortunately the part that we lose trust in each other. We lose trust in our management” and “Obviously the higher that you go the more political it becomes.”

Participants made statements discussing the theme of “it’s who you know,” which included some of the following responses:

It’s all, or it’s a lot of, who you know. . . . It shouldn’t be because someone called in and said something nice . . . or you know I’ve worked out a deal . . . It shouldn’t be like that. But it is like that. . . . It was more about who you knew than what you know. . . . Now everything’s by who they like. . . . If they don’t like me, I’m not going to get a command and I don’t really want to battle that. . . . I’m sick of this nepotism. I’m sick of the, hey you’ve done this for me so you get it. It’s the internal candidates, who knows who. I’ve seen so many people get handshakes from their buddies.
Interviewees were asked whether they believe that they have had the same opportunities for advancement as their male counterparts. The answer to this question was a resounding yes from the majority of the participants. The interviewees stated they felt they had the same opportunity to promote as did their male counterparts.

**Common Themes and Patterns in Response to Interview Subquestion 2**

The following comparative findings and data analysis of the factors that contributed to the career advancement of women in the CHP are presented in Table 3. Themes emanated from the interview responses to Subquestion 2.

**Research Subquestion 3**

*Barriers. What barriers did women face during their CHP careers and how did they overcome them?*

The interviewees were asked what their most difficult challenge/barrier encountered was on their career journey (see Figure 18). A major theme revealed that eight of the 12 participants felt being a woman was the most difficult challenge/barrier. One woman shared how she felt being a female was her greatest obstacle: “We do have to prove ourself and not that I haven’t had to prove myself as a female. I actually absolutely have and I have to, I feel like sometimes we have to work that much harder.” One woman divulged that she felt discriminated against for being a female: “There’s a guy I work with here which kind of surprised me, he told me he goes, you know . . . I was like you but I don’t think women should be on the job.”
Table 3

Career Advancement: Common Patterns in Responses

<table>
<thead>
<tr>
<th>Common theme</th>
<th>Example quotation</th>
<th>Source</th>
<th>Frequency</th>
</tr>
</thead>
</table>
| Navigating politics was an obstacle | • It’s complete politics. They know who they want for whatever reason good or bad.  
• It’s very political to get promoted out of our department.  
• The politics side of it, of things, just frustrates me to no end.  
• I know it may be stacked against me because of, you know, the politics. | 9      | 59        |
| There were surprises in the ascent to leadership | • Promotion and movement had very little to do with ability and skill and everything to do with who you knew.  
• It’s not easy and nothing is given to you.  
• You have to be more politically correct.  
• I don’t think we train our supervisors and managers very well.  
• A comment made when I was trying to promote. That if I was selected it was only because I was female. | 12     | 37        |
| Females had the same opportunities for advancement as their male counterparts | • Their buddy hires them when realistically there’s someone over here that has so much more experience and should be in that position.  
• To actually promote you need to have a sponsor.  
• You need to have someone that knows you and likes you. | 9      | 22        |
| Lack of support from other CHP female employees | • Other female officers are some of the hardest ones on each other.  
• I got more grief from female officers than the males.  
• How prevalent the disrespect is in private settings . . . about women . . . how they talk about women.  
• You have to be a little bit more aware of what you say, your surroundings, you have to be more politically correct.  
• As time went on I realized I had to be more creative, as a female, on how I was going to address these issues.  
• Going back to the comment that was made when I was trying to promote. That if I was selected it was only because I was female.  
• The fact that there’s still so few of us. | 7      | 17        |
Figure 18. Challenges/barriers encountered on their journey.

Other challenges/barriers included the experiences of one participant who felt the academy was the biggest challenge, another who felt having to choose between family and career, another who felt her personality and not wanting to conform and put the department first was the biggest challenge/barrier; and finally, the testing process for one participant was the biggest challenge/barrier.

The interviewees were asked if family mobility was an issue when seeking advancement. Eight of the participants indicated that it was, and the theme was children. One woman expanded upon her anxiousness with having to leave her current location if promoted:

So, I was having a lot of anxiety about taking the test and the upheaval I know that might have. My daughter’s towards the end of her time in high school. My son is just starting high school. They are very involved in athletics and other things. So again, a move is not possible.
Another discussed not being so willing to move if she promoted: “Yeah, the 60-mile rule. And I’ve always said that, you know, promotion is not that important to me. I wasn’t willing to move to promote.”

Three of the eight said they would relocate if promoted, while four stated they would not. The four who stated family mobility was not an issue when seeking advancement did so because either they did not have an immediate family or kids or their kids were older. Those who stated yes and no did so because at first when there were no kids and significant other, it was easier to move for advancement; however, when kids came along they could only take positions that were commutable.

The interviewees were asked what perceived stereotypes they believed hindered their opportunities, if any (see Figure 19). Eleven out of the 12 participants believed that being female and the perceived stereotypes that accompany females in the law enforcement profession have hindered their opportunities. The majority of women interviewed were eager to share their stories about this common stereotype. One interviewee discussed how she was treated at work: “This particular sergeant, he walks up to the schedule and he points to my name. He’s like, ‘Do you know why she got that job? It’s because she has fucking tits.’” Another revealed that she got chastised for wearing lipstick: “I wore lipstick to briefing and I got called out. Sergeant called me in, ‘Don’t you dare wear lipstick in my briefing again,’ I’m all, ‘It’s per policy’ and he goes, ‘I don’t care what the policy is.’” Another women talked about the double standard: “I opened my eyes and I went, if this was a male, this wouldn’t be happening.” And finally one woman shared her feelings about being a female in a man’s world: “I was a loud
mouth girl and I, I made things harder for myself, I think, than I had to, but part of that was . . . why do the guys get to act this way but I don’t?”

![Perceived stereotypes that hindered opportunities](image)

*Figure 19. Perceived stereotypes that hindered their opportunities.*

Although women knew they were in the minority, they still wanted to be accepted by their male colleagues:

I think because there are a few females we want to be accepted. We want to have credibility. We want people to be loyal to us just like our male counterparts. Unfortunately, male counterparts, they bridge that very easily because they’re men and they’re male. They’re alike where we are not like our male counterparts.

The interviewees were asked what, if anything, they found most challenging about the selection/hiring process of securing past/current promotions (see Figure 20). Two themes developed from the participants’ responses; one theme was issues with the testing process itself (five interviewees), and one was involved with issues about the promotional interview process (six interviewees). Concerns about the challenge of the testing process itself surfaced from participants included the following perceptions:
The whole process is kind of challenging. I mean the written test is easy but I think the oral interview’s so subjective. . . . The whole testing process is that the department wants you to study all this stuff you know from A to Z. But they also want you to still do your job right. . . . It’s like to study for an exam is a full-time job and then you have your family at home.

![Pie Chart]

*Figure 20. Most challenging about the selection/hiring process.*

Several women discussed their challenges with the promotional interview process, noting, “Sometimes there’s been choices made for me that I had no control over and that’s frustrating because you want to build a team” and “The hardest thing is going into an interview knowing, because often times you know. You look at who is interviewing, and you’re like yup, he’s going to get it.”

Interviewees were asked whether they had ever been the victim of sexual harassment on the job. If so, how so? Did they report it? If so, was it followed up? Overwhelmingly, nine of the 11 interviewees stated they had been sexually harassed
while on the job (see Figure 21). Only one of the nine reported it, and after reporting it nothing was done about it. The reporting participant stated she told her supervisor about the harassment and his response was “That’s impossible, a female can’t harass another female.” The participant further stated, “Not only did they not investigate, when she [harasser] found out that I reported it and then became retaliatory, my [management] did nothing.” The women interviewed were not shy to discuss their issues and experiences with their sexual harassment encounters:

I had a sport’s bra underneath and he [co-worker] made a comment about a wet T-shirt contest. . . . The sexual snide remarks . . . they are constant. . . . He [supervisor] says you know why I like to eat this stuff. . . . I like to eat it because it’s like eating pussy. . . . You always get those types of comments and grab ass stuff like that. . . . I’ve been grabbed, touched, all of that. . . . When I was working here a guy, who I didn’t know, told someone that I was a pin cushion. . . . Right off the bat I started getting harassed by my third-phase FTO . . . he’d go, “Hey why don’t you ask them what my finger smells like.” . . . At the Christmas party he [coworker] cornered me against a wall with a banana in his pants and mashed the banana against me. . . . became things like, “So, what are you doing?” and what color panties are you wearing? . . . Do you think about me when you are not in the office? . . . Why don’t you just take your top off? . . . Maybe you should just give me a blowjob.”
Figure 21. Have you been the victim of sexual harassment while on the job.

The interviewees who detailed their experiences also shared that they did not report the sexual harassment due to not wanting to be labeled. They made statements concerning not reporting:

You may win it and that’s great, but then your hands off everything. . . . You’ll get labeled right off the bat and I just didn’t want to be that person . . . that person that’s going to claim this stuff. . . . You can’t, as a woman, no matter what they say, go and tell anybody this because then you’re labeled and you’re a troublemaker and you’re a problem child.

Common Themes and Patterns in Response to Interview Subquestion 3

The following comparative findings and data analysis of the factors that served as barriers women faced during their CHP careers and how they overcame them are presented in Table 4. Themes emanated from the interview responses to Subquestion 3.
Table 4

**Barriers: Common Patterns in Responses**

<table>
<thead>
<tr>
<th>Common theme</th>
<th>Example quotation</th>
<th>Source</th>
<th>Frequency</th>
</tr>
</thead>
</table>
| Being a woman was a significant barrier                   | • I would say the very beginning of my career was the culture and just the feeling like there was no place for females, especially if you’re the only female.  
• And what I realized that I had to do, and interestingly enough, I don’t think it worked, is I had to do it better than everybody else every single day.  
• I don’t want to say it but it’s the good old boy network.  
• Well, being a female in that position and standing your ground is not good. | 9      | 53        |
| Family mobility an issue when seeking advancement         | • I think that it is a struggle for a lot of people.  
• I wasn’t willing to move to promote.  
• Well, you can’t move right, so whatever offers you get you can only go where it’s drivable. | 10     | 23        |
| Perceived sex/gender stereotypes hindered opportunities    | • There are definitely men on this job that don’t think women belong in it period.  
• I think for sure people see women as weaker, both physically and mentally.  
• I just felt that I wasn’t being evaluated properly and I can’t honestly say it was because I was female but it felt that way.  
• Typical female chippy, making the rounds.  
• People go, “Oh there goes another woman who does that.” I go, “There’s like five men over here doing the same thing.  
• We’re harder on females because we don’t want to be embarrassed, you know you are setting an example.  
• We’re already at a disadvantage. | 10     | 52        |
| Testing and interview process served as a barrier          | • The process itself and the length of the process is the worst. I mean the studying for me.  
• They promote each other and move each other around up there and it is insane.  
• It’s just who you know and that napkin doesn’t necessarily have my name on it.  
• I’ve seen so many people get handshakes from their buddies. | 9      | 31        |
| Experienced sexual harassment on the job                  | • There’s just been too many, it’s mostly comments, grabbing, things like that.  
• Then just offensive comments, treated differently.  
• You can’t be labeled like that on this job if you report.  
• Even though we preach that you know, there’s no retaliation, there is. They [women who report] are, they’re labeled.” | 11     | 39        |
Research Subquestion 4

Support: What type of support did women in the CHP have and from whom?

The interviewees were asked what mentoring means to them. The participants answered the question similarly. Each of the women related that mentoring is a process to help someone along their journey, a process to assist in the mentee’s development, providing insight, coaching, and guiding them throughout their career. Mentoring was defined by many as a way to offer support and help the mentee work through problems or have someone to talk to especially in difficult situations.

The interviewees were asked if their department (CHP) provided mentors, and all 12 participants said that the CHP has a mentor program. Each participant’s answer came with varied caveats in their description of the mentor program. Numerous participants stated the mentor program is a check-the-box program. Statements were made such as “Because it is a requirement the department has made it into one of those check-the-box things” and “Yeah, it’s because it’s a checkbox.” Other participants related that the mentor program was part of policy and “on paper” the CHP has a mentor program. Statements were made such as “We’re assigned mentors you know as departmental policy, and I think we kind of scoff at that and think it’s kind of silly” and “We have a program, but the program is really an on-paper program.” Other comments made about the mentor program were “Many people don’t even know that they were assigned a mentor” and “We’re really horrible about implementing, about the execution of the program and giving mentors the tools that they need to really be a mentor.”

The interviewees were asked if they had any mentors, role models, or networking that they believed assisted or inspired them in their career path, and if so they were asked
to describe them. Eleven out of the 12 participants stated they had a mentor or role model that helped them or inspired them in their career path (see Figure 22). Of the 11 respondents stating yes, they had a mentor or role model, 10 stated one or more of their mentors was another CHP female.

![Pie chart](image)

**Figure 22.** Did participants have any mentors, role models, or networking that assisted them in their career path?

One reflection about mentoring was provided that offered encouragement: “My chief at the time was . . . who’s fantastic as far as someone who you want to emulate as a leader. Someone who would encourage you. He came to me and said, “I’m going to be working for you one day. You’re going to make a great lieutenant.” Several women discussed their experiences with being mentored by a woman (see Figure 23):

She is an assistant chief. She was very inspiring due to her insurmountable amount of passion that she had for the position . . . role modeling. . . . I think there’s a lot of just women with women, it happens conversely on the other end too where it’s more competition and there isn’t that unity. . . . I had a great chief in . . . female, who was really instrumental in guiding . . . ready to take that next
step . . . take care of the people . . . take care of the women and how to represent as a female. . . . There were several females, so I had role models . . . to come and emulate. . . . I did have a female Sergeant in . . . when I was an officer and to this day I keep track of her. . . . We keep in touch, really wonderful lady. . . . One of my biggest supporters was commissioner. . . . Unbeknownst to me to a certain extent . . . she recruited me for a couple of positions now . . . taught me how to be a cop. She was phenomenal.

![Mentored by another female](image)

*Figure 23.* Of the 11 participants who responded yes to the previous question, 10 were mentored by another female.

**Common Themes and Patterns in Response to Interview Subquestion 4**

The following comparative findings and data analysis of the types of support, if any, woman in the CHP had and from whom are presented in Table 5. Themes emanated from the interview responses to Subquestion 4.
Table 5

Support: Common Patterns in Responses

<table>
<thead>
<tr>
<th>Common theme</th>
<th>Example quotation</th>
<th>Source</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Having a mentor or role model provided support</td>
<td>• I did have one when I was in . . . division. She was very good as well.</td>
<td>9</td>
<td>36</td>
</tr>
<tr>
<td></td>
<td>• Past sergeants I’ve had . . . they’ve all been good role models and mentors . . mostly I would say, the women who have been on this department for many years, because I know they are just strong women.</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>• One of my greatest supporters . . . he was always encouraging . . he and Captain . . both of them were very supportive of females.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• We have people that have, as females, opened the doors for other females on this department and I think that was Chief . . just opened the door for me right there.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• I think formally and informally I’ve been supported by, very supported by a lot of people and again female and male both.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Networking was important for career advancement</td>
<td>• I think the relationships that have been created and just all the people that I know.</td>
<td>9</td>
<td>22</td>
</tr>
<tr>
<td></td>
<td>• The people I’ve met are just really, really incredible and so I am amazed at some of the friend’s I’ve made in this.</td>
<td></td>
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</tr>
</tbody>
</table>

Research Subquestion 5

Recommendations: What recommendations do CHP women have for women wanting to pursue a career in the CHP?

The interviewees were asked to provide any key insights from their journey of advancement as advice for other women who aspire to promote or join the department.

The participants gave a wide variety of advice for both those women who want to join the department and those who want to promote. The only common theme expressed for those who aspire to join the department was to be physically fit before trying to do so. Participants related that women wanting to join law enforcement needed to be strong
physically and mentally and to be prepared for the rigors of the journey ahead of them. Some of the advice given involved being honest with oneself in the beginning: “If you aspire to have family and a career that you need to be honest with yourself in the beginning”; another talked about not giving up: “First and foremost they need to be tough . . . and not give up . . . and not be overly sensitive.” Being in physical shape was important: “You want to make sure you are in shape so that the physical aspect of it isn’t as challenging.” Finally, the majority of woman recommended the importance of being treated equally:

Don’t expect favoritism. . . . Don’t think that because you’re a girl you’re going to get off. . . . I’m not sure other professions aren’t more advantageous for women. Don’t put up barriers between you and your male counterpart. . . . It’s really who you are already. . . . Just go out there and do the best you can and don’t rely on others to pick you up. We want to be in this field where we’re equal to these guys. So we need to show them that we can do this job.

The interviewees also provided advice for women who want to promote. One shared the need to be goal oriented and driven: “You just have to be driven and goal orientated and not listen to anybody who’s a negative force,” while another recommended not to be fearful: “Don’t be afraid of that you need to put yourself out there and there will be successes and failures, but failure for opportunities.” Finally, several participants warned others to take the high road and to be prepared:

You have to rise above and be better; you can’t not try because we need your voice. We need your perspective. We need the vision. . . . Really evaluate
yourself and why you want to promote. . . . Stay focused on . . . building up your education and your resume.

The interviewees were asked whether there was anything else that they wanted to add to describe the full essence of their lived journey to leadership that was not explored in the questions asked earlier. Seven of the participants added to this dialogue. No particular theme was present, and participants added final thoughts on their journey to leadership:

I think the people I work for . . . truly want the best leadership and regardless of someone’s gender. . . . A lot of it comes from being resilient and learning really what that means and what that looks like, and that’s not giving up. That’s putting yourself out there, learning from your mistakes. . . . I think overall it hasn’t been too bad. It’s improving. I think the biggest thing holding back the Highway Patrol is the overall concept of it just being a slow-moving bureaucracy where people need to change. . . . Like I said before, I think we are awful to each other. We’re not doing a good enough job of mentoring our sisters on this department. It’s disappointing that we’re still having these conversations about sexual harassment and still having these conversations about, you know, the fact that less than 6% of this workforce is female.

The interviewees were asked why they thought the percentage of women in policing is so low. All 12 participants answered the question with the same notion in mind: the difficulty of having a family and children while going to the academy and while working shift work in the field. Overwhelmingly the notion of having children and raising a family was first and foremost the main factor the participants believed the
reason the percentage of women is so low in law enforcement, especially on the CHP as shared by many of the women:

I think it’s family honestly. . . . Our process having the kind of academy we have is not going to work for anybody who already has family. . . . This academy is a live-in academy and . . . the women who have children make that really tough. . . . That’s tough to do, to be away from your young children for 6 months like that. . . . If I would have already had kids and a family, I don’t, I honestly don’t know if I would’ve chosen law enforcement. . . . That’s probably the biggest thing, is family.

One participant was adamant about getting support from home: “Why you lose women [from the academy] is because the men at home don’t support the women in the same way that the women support the men.” Several women talked about their lack of support during the length of the academy attendance:

When a woman goes through the academy, it’s rare the woman who gets that 28 weeks of unqualified support but damn if the man doesn’t. . . . And children, all of that family moving, relocating, and doing all that stuff and I think just a combination of it’s just not really enticing. . . . It’s just a tough environment, and a lot of men, like spouses, or boyfriends, whatever, don’t want their wife working with a bunch of guys. . . . I think the lack of support between family and then their significant other.
Common Themes and Patterns in Response to Interview Subquestion 5

The following comparative findings and data analysis of the recommendations for women wanting to pursue a career in the CHP are presented in Table 6. Themes emanated from the interview responses to Subquestion 5.

Table 6

Recommendations: Common Patterns in Responses

<table>
<thead>
<tr>
<th>Research Subquestion 5: Recommendations: What recommendations do CHP women have for women wanting to pursue a career in the CHP?</th>
<th>Common theme</th>
<th>Example quotation</th>
<th>Source</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHP women need to mentor other women</td>
<td>• I think it’s definitely good for them to find role models.</td>
<td>• We’re not doing a good enough job of mentoring our sisters on this department.</td>
<td>8</td>
<td>22</td>
</tr>
<tr>
<td></td>
<td>• We have to stop being mean girls. We have to start taking care of each other.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Having a family influences decision to enter CHP</td>
<td>• I don’t know a whole lot of moms that are just going to up and leave their kids for 6 and a half months to go to an academy.</td>
<td>• And children, all of the family and moving, relocating and doing that stuff, and I think just a combination of it’s just not really enticing.</td>
<td>10</td>
<td>17</td>
</tr>
<tr>
<td>Be physically fit</td>
<td>• I think first and foremost they need to be tough.</td>
<td>• You have to be a little bit tougher and stronger, more fit.</td>
<td>5</td>
<td>13</td>
</tr>
<tr>
<td></td>
<td>• Make sure that you’re in shape so that the physical aspect of it isn’t as challenging.</td>
<td>• Exercise and eat well.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Be mentally prepared</td>
<td>• Don’t dismiss it out of hand because you think it’s too hard, too tough, too gross, too this, too that.</td>
<td>• Don’t expect favoritism.</td>
<td>6</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>• It’s really who you are already.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Must have family support once in CHP</td>
<td>• Why do you lose women? Because men at home don’t support the women in the same way that the women support the men.</td>
<td>• I think the lack of support between family and then their significant other.</td>
<td>4</td>
<td>6</td>
</tr>
<tr>
<td>Be motivated and driven</td>
<td>• You’re making a sacrifice on one end, then you’re going to have . . . a great career.</td>
<td>• Work hard. Don’t put up a barrier between you and your male counterpart.</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>
Summary of Major Themes and Patterns in the Findings

The major themes that emerged were specific to the questions asked and told a story of each participant’s lived experience from when they first entered the CHP and through following their journey to higher level positions of leadership within the CHP.

Theme 1:

*Women were recruited to join the CHP.*

Eight of the 12 interviewees did not initially want to be in law enforcement as a career; only four of the 12 always wanted to be in law enforcement. A theme emerged of being recruited by members of the CHP directly through either ride-a-longs, family, friends, or acquaintances; only four of the 12 had always wanted to be in law enforcement.

Theme 2

*Having a mentor was critical to women’s leadership advancement.*

The participants of this study reported two major influences as to why they wanted to advance to leadership. One was the influence to promote from a mentor, and the other was the influence to promote due to working for bad supervisors/leaders and wanting to do better and emulate the good ones.

Theme 3

*Being female served as a barrier in the CHP.*

Barriers addressed by the participants through this research included family mobility while seeking advancement, stereotypes that hindered them, and also the testing and interview process. One of the main themes introduced by the participants was the barrier of being a female in a male-dominated workforce. Nine of the 12 interviewees
made direct statements in which they felt being a female was a barrier in itself in their career development. Another major theme expressed in this research area was the acknowledgment by 11 of the 12 interviewees that they had experienced sexual harassment while on the job. Of the 11 admitting to the harassment, only one had reported it; the others related not reporting it due to the fear of being labeled.

**Theme 4**

*Role models and networking influenced women’s career development.*

The support received which influenced the participants’ careers was noted in two major theme areas: having a mentor or role model to provide support and that networking was important for career advancement. Participants related that mentors and role models provided them with the necessary tools and guidance through the promotional process and in their personal development. Networking was a common theme in which it was noted that the relationships and friendships built greatly influenced their careers and gave them great reflection into the wonders of their journey.

**Theme 5**

*Women desiring to join the CHP should be physically fit, motivated, and have family support.*

The participants in this study had numerous recommendations for women desiring to pursue a career in the CHP. These themes included being physically fit, being mentally prepared, being motivated and driven, and having family support. Two additional themes, having female CHP mentors and knowing the impact on one’s family resonated with the majority of the participants. Female officers helping female officers, mentoring them, coaching them, leading them was commonly noted by eight of the 12
interviewees. Having a family and pursuing a career in law enforcement was another issue which 10 of the 12 interviewees commented on, especially on the impact of raising children while attending the academy.

Summary

Chapter IV presented the findings of this phenomenological qualitative study. The study explored the lived experiences of female captains and lieutenants from the CHP. The study focused on the lived experiences of the female captains and lieutenants navigating the climb to leadership, which included motivation, career advancement, barriers, support, and recommendations. The target population consisted of 33 females in middle management: nine female captains and 24 female lieutenants. An examination of 12 in-depth semistructured interviews of five female captains and seven female lieutenants throughout California about their individual experiences was presented.

An interview protocol was established with demographic questions, background questions, one central question, and five subquestions. Each interview was recorded with an electronic device and transcribed. An analysis of the data was coded and formed into themes, which were aligned with the central research question and resulted in the findings of this research. Chapter V includes a detailed coding of the data as they relate to the review of the literature, findings, conclusions, and recommendations for future research.
CHAPTER V: FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

Chapter V provides a recounting of the methodology used for this study, purpose of the study, research questions, and the population and sample. Chapter V also presents the summary of the results of this study and connects it to the literature throughout the study. A summary of the major findings is provided and includes an account of unexpected findings. The researcher then provides conclusions based on the research findings. Finally, the chapter concludes with recommendations for future research.

Methodology

The methodology used for this research was a qualitative phenomenological method. Semistructured interviews were used to produce descriptive narratives that would attempt to explain the participants’ lived experiences including motivation, barriers, support, and recommendations on their climb to leadership in a male-dominated field. The instrumentation developed for this study comprised predetermined, open-ended questions to ensure consistency.

The purpose of this qualitative phenomenological study was to examine, understand, and describe the challenges women face to advance to middle management (lieutenant and captain) in the California Highway Patrol (CHP). The research questions asked in this study included the central question and five subquestions. The central question was “What are the lived experiences of California female captains and lieutenants as they rose through the ranks of the CHP?” The subquestions were as follows:

1. **Motivation**: What factors initially motivated women to choose the CHP as a career?
2. **Career advancement**: What factors contributed to the career advancement of women in the CHP?

3. **Barriers**: What barriers did women face during their CHP careers and how did they overcome them?

4. **Support**: What type of support did women in the CHP have and from whom?

5. **Recommendations**: What recommendations do CHP women have for women wanting to pursue a career in the CHP?

For this study the population was limited to females in middle management; there were nine female captains and 24 female lieutenants. The original sample was six to 10 female lieutenants and three to six female captains in the CHP working for at least a minimum of 6 months in that leadership position. Twelve interviews were conducted with five captains and seven lieutenants.

**Findings**

**Finding 1**

*Women who decide to enter the CHP have advanced degrees and participate in field experience.*

The data collected from the interviews revealed that the majority of women entering the CHP did so with higher education degrees earned prior to entering. In fact, nine of the 12 women interviewed earned advanced degrees. Of the nine, two earned associate degrees, five earned bachelor’s degrees, two earned master’s degrees, and one her juris doctorate. The interviewees related that their advanced education helped prepare them for joining the CHP and it also aided them in the quest for advancement in their career. Another factor described by the interviewees as helping them prepare for
advancement was their field-related experience working in a field command/office. Many of the women noted their field experience was an essential part of advancing up through the ranks of the CHP. The experience gained through fieldwork helped them gain a better understanding of leadership within the CHP and how to be a successful leader.

**Finding 2**

*Having a mentor was a critical influence for CHP women’s career advancement.*

Research concluded there was a definite benefit from having good role models and mentors as the women traversed their careers and advanced into leadership roles. Participants related mentors and role models provided them with the necessary tools and guidance through the promotional process and in their personal development. Networking was also a common theme in which it was noted that the relationships and friendships built greatly influenced their careers and gave them great reflection into the wonders of their journey. Ten of the interviewees made direct statements regarding the value of mentorship on their journey into leadership. Female mentors topped the list of the biggest benefit in the mentoring area. The women interviewed valued fellow women role models and mentors as the most valuable of all the mentors they had had. The relationships built with their mentors, especially the female ones, were long lasting and helped build their networking, which proved invaluable in their desire to promote and advance within the CHP. Another area of interest in the mentoring process was in the area of poor leadership. Four of the interviewees noted that having poor leadership as a role model was a motivation to promote, in itself. These women described how poor
leadership made them realize they could do better and become a better role model—one for others to look up to and the one they wish they had had.

In a similar finding, the women interviewed expressed concern that women need to mentor other women from the very beginning, that is, from the start of the application process. Interviewees discussed that having a female mentor walk them through application process, the testing process, the academy, break-in, and on the job would have been extremely beneficial. This would initiate the mentoring process from the very start and give female recruits information needed before beginning their career and would aid them throughout.

**Finding 3**

*Women’s experience in the CHP Academy was not positive.*

Although it was not the case with all the participants, the majority found their academy experience to be other than a positive one for various reasons. The interviewees were asked if it was easy or hard to become an officer. Their answers focused mainly on their experience at the academy. Some described their academy experience as miserable due to being hungry and exhausted and the process being physically demanding. Others expressed the hardship of being female while in the academy. Interviewees discussed numerous experiences while in the academy when they felt they were directly challenged for being female, including how they felt more pressure was placed on them for being female than was placed on the male cadets.

**Finding 4**

*Making a difference in the world and making positive relationships motivated women to advance toward leadership roles in the CHP.*
The data collected from the interviews revealed that many women decided not only to join the CHP but also to promote within due to the desire to make a difference and build positive relationships. Nine of the 12 participants described that the relationships they built while on the job and on their journey to leadership served as a real motivation to make a difference. Some of the motivation was to do better than others whom they saw as poor leaders, but the biggest motivation was the positive role models and the positive relationships built that served as their catalyst. The ability to make a difference was at the forefront of each of the interviewees’ descriptions of their motivating factors contributing to their desire to advance into leadership. Several of the interviewees noted the desire to make a difference was not only in their desire to advance in leadership but was also a key factor to their desire to join law enforcement in the first place. For these women, a career in law enforcement was their chance to give back and help others and their opportunity to make a true difference in someone’s life. This desire to make a difference transposed directly into their desire to promote into leadership roles.

Finding 5

*Politics is a difficult barrier for females during the promotional process.*

The politics of the promotional process was described by nine of the 12 participants as being a barrier that was hard to navigate as a female. The politics were described as a “good old boys club” by many, and the relationship built among the men was a hard obstacle to get over. The relationships the men had were noted as them helping each other along the promotional process by giving each other the “handshake” and the “it’s who you know” rather than the “what you know” that gets one the promotion. The women interviewed described this process as a hard obstacle to break
through due to the political ramifications of speaking up about the process. It was noted that if one complained or made a big deal out of the promotional choices being made one would be essentially blocked out of any promotional opportunities. One interviewee described this as “sucking it up and moving on to the next interview” even though they knew the best qualified person of the position was not who was selected but the selection was made because of who the selectee knew instead of what he knew.

**Finding 6**

*Women feel that being female is a barrier and that stereotypes in that area hinder their opportunities.*

Through this research, being female and the stereotypes that accompany being female were noted as barriers for the vast majority of the interviewees. Eight of the 12 interviewees stated being female was a barrier in itself throughout their career. The women felt they had to constantly prove themselves as being just as good as the men and show that they were equal, whereas the men did not have to do that. Also noted were the stereotypes that accompanied women in law enforcement that became additional barriers to overcome. Some of the stereotypes described were not being as strong, being too emotional, having to take care of children, and not able to handle the job itself. A female barrier noted in the promotional process was others feeling a woman got the job only because she is a woman, not because she was the most qualified. Other obstacles noted from being a female were the lack of trust and loyalty men gave to other men but not to the women. Interviewees related they had to work hard to earn the respect and loyalty men freely gave to other men, and the harder respect to earn was that of other women.
Finding 7

*Females desiring to enter the CHP academy need to be ready physically and mentally.*

A fact drawn from this research is that the CHP Academy is a hard endeavor for many of those who pursue entering it. Many of the interviewees noted that, as shared above, the academy was difficult for them both physically and mentally. The women who shared this hardship advised any woman considering joining the CHP to ensure that they are in good physical condition and are mentally prepared for what they are about to endure. Physically they need to be in shape and ready to go from Day 1. Mentally they need to prepare themselves for the academics and the complete lifestyle change as well as the fact they would be away from their families.

Finding 8

*Family life/children influence the decision of women to join the CHP.*

Interviewees described in detail the impact of having a family while working in law enforcement and described this impact as being harder on females than on males. If women entering the academy have children, interviewees noted this would be a mental challenge they need to address well before attempting to join the CHP. This hardship was noted by 10 of the 12 participants as a major hardship presented to females specifically not only in the academy but also throughout their career. Choosing to relocate their families in order to accept a promotion was a major concern for the women interviewed. Interviewees related family considerations were centered more toward females than males especially on the relocation aspect after their graduation from the academy and during the promotion process. Many of the participants advised women
joining the CHP to consider their family obligations carefully and ensure they have
family support before joining.

**Unexpected Finding: Female Officers Do Not Support Each Other**

A definite finding through this research was the lack of support female officers in
the CHP give to each other. Nearly all the participants noted at some time during their
interview that women do not support other women as much as men support other men.
One distinct statement made was “we eat our own,” describing how women treat other
women in the CHP. While the majority of the interviewees described having wonderful
female mentors who enabled them to pursue advancement, they also described how
women were harder on each other and did not give initial support to one another as they
thought they should. Some described this as women being hard on each other to ensure
they were seen as being strong and many did not want other women to make them look
bad or weak. The support of other women was a true desire noted by the interviewees
and something they wished to ensure they gave other women as they took on leadership
roles.

**Conclusions**

Based on the findings of this study and as supported by the literature, several
conclusions were drawn regarding the lived experiences of female captains and
lieutenants as they rose through the ranks of the CHP:

**Conclusion 1**

*Women considering a career in the CHP should prepare themselves with
advanced degrees and participate in available field experience.*
Based on the findings from this study, females desiring to pursue a career in the CHP and those who wish to advance into leadership roles should pursue advanced education and gain any and all available field experience. Educational development allows female CHP officers to gain knowledge outside of law enforcement and not only increases their knowledge base but also enhances their resume for promotional opportunities. If women feel education benefits them in both initial acceptance into the CHP and also enhances their opportunity for promotion, it may encourage more educated women to apply and become officers in the CHP. This can be seen as an opportunity for the CHP to recruit educated women and place an emphasis on that education. The education and experience gained through fieldwork also has its benefits for women wanting to advance in leadership. Many promotional opportunities are in field offices/commands. Those conducting interviews for these positions may place an emphasis on prior experience in this area. The more experience in the field a female has the more weight that experience may hold, and as that weight increases so does their chances of being selected for a leadership promotion.

Conclusion 2

Women in the CHP need mentors, helping them from the very start of the application process and throughout their career.

Based on the findings from this study and as supported by literature, one of the key contributing factors to career advancement for women in the CHP is having mentors, especially female mentors. Nearly all of the participants cited mentors as being a large influence on their professional development and advancement into leadership. Nearly all of the participants also related that having a female mentor was a major benefit in their
understanding of the leadership and in their aspiration to become a leader. The women in the study also admitted women in the CHP are in a large part in opposition to each other for various reasons. Although this opposition still exists, it needs to be curtailed and developed into a budding mentorship. The knowledge of the tenured females is needed to help develop the new female officers. These friendships and mentorships have been noted as having a large impact on the career development of fellow female officers. Corralling and placing this female mentorship into proper use and giving the new female officers the mentorship and advice they could use at the very beginning of their careers could be a worthwhile development for the CHP in general. Bower (1993) stated mentor relationships will often lead to advancement, typically because the mentor is in a higher position and can provide opportunities that may not have been available had the relationship not developed. Women do not have many female mentors because there are so few women who are in the top leadership roles. Although a woman does not have to have another female as a mentor, Maack and Passet (1994) found women are more likely to have a negative experience with a male mentor than with a female. Women mentored by men may also be trained that they must dress, talk, and make decisions like men (Bower, 1993).

Conclusion 3

Women entering the CHP need to be physically and mentally ready for the career they are beginning.

Based on the findings from this study and as supported by the literature, women desiring to join the CHP need to be physically and mentally ready for the role they are about to undertake. Research shows one of the major hardships in the academy is the
physical endurance one must have to be successful. This coupled with the emotional stress placed on them while in training at the academy is something women planning on joining the CHP need to be aware of and ready for. As discussed in the Review of the Literature, the only part of the Women Traffic Officer Project (WTOP) study that gave a negative factor was the high cost of employing women because of the high turnover rate. What was not considered for this would be the harassment women had to deal with in the academy and in the field. The females claimed life was made hard for them in the academy while majority of the men felt the women had it easier than they did (CHP, n.d.-b; Segrave, 2014). Participants in this study addressed their concerns for women to be physically in shape and ready for the rigors of academy physical activity. Participants also stressed the mental capacity needed to endure the psychological aspect of the academy including the long hours of instruction, studying, homework, emotional stress, lack of sleep, and change of life conditions that occurs in the academy. Participants stressed the need to educate female applicants prior to beginning the academy about what they needed to do and what they were going to encounter while in the academy, giving them the best chance of being successful.

**Conclusion 4**

*The most savored part of the journey was the relationships made along the way and the ability to make a difference.*

Based on the findings from this study and as supported by the literature, the relationships made and the ability to make a difference were noted as the best part of the journey of the participants. Nine of the 12 participants described friendships and relationships they had made during their careers as the biggest motivator and the best
take-away from their journey. Mentors fell into this category also, along with members of the public and contacts they had made during their careers. This type of social interaction was described in literature as the ability of select individuals to promote through the ranks when these individuals are perceived to display the qualities or characteristics consistent with a group’s mindset about leaders or leadership. Motivation and movement in a social setting to a higher level, leadership within a group, is derived from a foundation created by perceived social interactions (Fielding & Hogg, 1997; Hogg, 2006). These relationships were talked about in reverence and with emotion and were highly regarded as very important to where they were today. As noted in the Review of the Literature, intergroup relations, individual identity, and social identity all influence women’s experiences while promoting through leadership ranks. Additionally, as leadership is tightly linked to understanding oneself in the context of others, the promotion to leadership intricately involves understanding and empowering self-identity and social influence (Burke & Stets, 2009). Along with the relationships, making a difference in the lives of others was also a discussion point of the participants. Again, mentoring fell into this category. Mentoring was a way the participants were able to make a difference in a subordinate’s life or career. Making a difference to the public they serve was also noted as a savored part of their journey. Five of the participants shared stories of the differences they had made in the lives of others.

**Conclusion 5**

*The politics of promotion need to be equally applied to both women and men.*

Based on the findings from this study and as supported by the literature, women desire to have the same opportunity in the promotional process as men as it applies to the
politics of the interview process and selection. Historically, leadership norms have cultivated men as leaders and women as followers (Clark, 2006). Social norms have also portrayed women as the “weaker sex” (Clark, 2006, p. 40) and should not have power of influence. Nine of the 12 participants had concerns about the politics of the promotional process, noting that politics played heavily into the ultimate selection of who was chosen to promote. The politics of “who’s in the know” and the “good old boys club” plagued the process. Kanter (1980) documented how women were excluded from informal networks after they became managers and men did not feel comfortable dealing with them. The interviewees related that the process was more about who you know than what you know. The interviewees believed they had the same opportunities to promote as men did, but the process was weighted toward men who knew the other men conducting the interview or knew the men making the ultimate decision on whom to hire. This was an overwhelming theme derived from this study—that the “good old boys” network needed to be looked into and revised to ensure everyone chosen to interview had the same opportunity to promote and that promotion was based on merit alone.

**Conclusion 6**

*Family considerations need to be looked at for women joining the CHP.*

Based on the findings from this study and as supported by the literature, family support and remaining with their families was a major topic of concern for women in the CHP, especially in the beginning with the academy and again during the promotional process. This was also a concern raised as it pertains to recruiting women into the CHP. The participants noted (10 of the 12) that having and raising children was a major impact on their decision to join the CHP and in the choice to promote, knowing they may have to
uproot and move their families. Although women can pursue their own careers, there is still an expectation the family is their primary job (Jones, 1993; Kimmel, 2004; Mark, 1981; Witmer, 1995). Many women remain the primary caregiver in the home while taking on leadership roles (Hughes et al., 2009), and this challenge has been cited as reasons women are not advancing. There are reports that reveal once a woman has children she is less likely to want to put in the long hours or travel for work, which would impede her chances of promotion (Hewlett, 2002; Lyons & McArthur, 2005; Woodard, 2007). Not having children while at the academy was not a hardship to any of the interviewees who did not have children at the time. Of those who did have children, the choice to live apart from them for the 6 months it took to complete the academy and then the probability of relocating them after graduation was a big stress upon themselves and their families. The same stress influenced nearly all the interviewees as they chose to promote within the CHP. It has also been suggested not all women can relocate for career advancement (Watkins et al., 1998). It has been found less than acceptable in society to move the whole family for the wife’s advancement, and this can be another obstacle for career advancement (Touchton et al., 1991). Upon promotion, the chance they again would have to uproot and move or choose to move away from their families on their own was a major stress and hurdle to overcome. The interviewees discussed the need for the CHP to look into this issue and see whether there is a solution to give families the ability to stay in place as the employees join and promote within. Working on this solution could ultimately give females more of a choice and desire to join the CHP.
Conclusion 7

*Sexual harassment should not occur or be tolerated, and if it is reported it needs to be resolved and followed up on.*

Based on the findings from this study and as supported by the literature, sexual harassment has occurred for the majority of the females in this study. This harassment, no matter the level or the number of occurrences, should never occur or be tolerated. In a survey conducted of 280 college CEOs, 80% reported feeling discriminated against in access to positions of leadership (Touchton et al., 1991). Blatant sexual discrimination is not the only barrier; women still face hostile work environments and negative stereotypes of women in leadership, which all prevent women from advancement (Hill, 2015). If an event is reported, it should immediately be stopped and investigated; follow-up actions need to be made to the reporting party. Unfortunately, there are still reports of sexist conduct in the workplace. Mullen (2009) conducted a survey of department chairs where women reported blatant sexist conduct in their divisions. NCWP (2000) reported, “Sexual harassment is prevalent in most law enforcement agencies. . . . The studies found that anywhere from 60-70% of women officers experienced sexual/gender harassment” (p. 132). Sexual harassment should not be tolerated or engaged in by any individual especially one in a supervisory, leadership, or training role.

**Implications for Action**

The study conducted concludes with the following section detailing the implications of this research and the actions that management and women aspiring to or working within the CHP should consider to thoroughly understand and ensure the challenges women face to advance to middle management are equal to that of men.
Based on the findings and conclusions from this study, 11 implications for action were recommended to improve the overall lived experiences of women in the CHP:

1. CHP leadership should provide female officers with mentors to encourage women to aspire and apply for leadership positions.

2. The CHP should provide all recruits with the mental and physical demands needed prior to beginning the academy and ensure they are ready for the challenge ahead of them.

3. During the recruiting process and in the academy itself the CHP needs to ensure women are treated equally to men in all aspects.

4. The CHP should consider recruitment based on the factor that women entering this profession are doing so to make a difference and are friendship/relationship based and should encourage building those relationships early.

5. The CHP should consider promoting the communication between female employees and developing a mentoring program that is specific to female employees.

6. The CHP should look into its promotional hiring/interview process to ensure the most qualified individuals are being hired regardless of sex or prior friendship/relationships.

7. The CHP should consider developing a female recruiting process where female officers are with female applicants from the start through the whole process, securing the mentor program.

8. The CHP should consider the family impact, especially with children, if they want to recruit more women. Consideration for time away from family/children, distance,
first duty station assignment, and so forth should be at the forefront to attract more women into the CHP.

9. The CHP should ensure all employees are trained in the laws and aspects of sexual harassment and in the reporting process of a sexual harassment claim.

10. The CHP should consider forming a women’s group giving women the opportunity to network, mentor, and support one another.

11. The CHP should provide implicit bias training to all employees.

Recommendations for Further Research

Based on the research study, findings, and limitations the following recommendations for further research are suggested:

1. The current research study focused on women within the CHP specifically. Future research should include a replication of this study using another large law enforcement agency.

2. The current research study focused on the female participants’ experience during the promotional process. Future research should be conducted on the entire promotional process itself for both men and women within the CHP.

3. The current research study focused on how and why the participants chose to join the CHP. Future research should be done on the recruitment of women in the CHP.

4. The current research study touched on the participants’ experience while in the CHP Academy. Another study should be conducted on the lived experiences of women in the CHP Academy today.
5. The current research study focused on the participants’ experience during their break-in period. Future research should be done on the lived experiences of women during their break-in period of the CHP today.

6. The current research study focused on the participants’ experience with sexual harassment while on the job. Future research should be conducted on the lived experiences of women concerning sexual harassment within the CHP today.

Concluding Remarks and Reflections

This study sought to understand the lived experience and describe the challenges women faced to advance to middle management within the CHP. With this study, I hoped to identify the motivation, barriers, support, recommendations, and factors contributing to their advancement. The underrepresentation of women in law enforcement, specifically the CHP, is well documented in the literature; however, there are women who live it and are currently in leadership in the CHP (Adams et al., 2013; Alliance for Board Diversity, 2010, 2012; Bruckmüller et al., 2013; Catalyst, 2013a, 2013b; Evans, 2011; Lloyd-Jones, 2011; Sealy & Vinnicombe, 2012). Their individual perspectives offer insight to the essence of this phenomenon.

The review of literature explores the history and barriers to women in the workforce, the study of female leadership, women in law enforcement, the CHP organization, and women’s experiences in the CHP. Through in-depth, personal unstructured interviews with 12 female leaders in the CHP, I derived an understanding of the lived experiences as well as the challenges and support they received during their climb to leadership.
Through these interviews I learned that each of these women had unique paths to leadership, distinct from one another yet interconnected with the desire to make a difference. They had to be strong leaders in a male-dominated field. Several of the women empathized their understanding of having to be better, do better; because there are so few of them, they stand out. Through this study I hope to inspire women to become leaders, motivators, and mentors in any field, especially male-dominated ones, to stand out even if it is a challenge.

I am forever grateful for the opportunity to interview these female leaders in the CHP. Their stories have reminded me to be courageous in my own journey, remember to be strong, mentor those women around me, and bring forth a new generation of strong women leaders. We as female leaders need to provide grace and support for fellow women in their path to leadership and embrace the uniqueness of each other. The main lesson I learned from this study was to always follow your dreams, stay steady on your path, embrace your uniqueness, serve others, and continue to make a difference in the world.
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APPENDIX A

Invitation to Participate in a Research Study Expert Panel

STUDY: A phenomenological study on the lived experiences of Women in leadership in a Male Dominate Field of the California Highway Patrol.

Dear Potential Expert Panelist:

This letter is to invite you to participate in a phenomenological research study as a professional expert. My name is Carla Tweed, and I am doctoral candidate in the Organizational Leadership Doctoral program at Brandman University. I am currently conducting research under the supervision of Dr. Marilou Ryder on the challenges and success women have found in leadership in a male dominate filed of law enforcement in the California Highway Patrol.

What is the purpose of this research study?

The purpose of this qualitative phenomenological study was to examine, understand, and describe the challenges women face to advance to middle management (Lieutenant and Captain) in the California Highway Patrol (CHP). The study will focus on the individual lived experiences of California female Captains and Lieutenants as they rose through the ranks of the CHP.

What will your involvement in this study mean?

As a professional expert, your involvement will encompass reviewing and critiquing the research instrument and field test. To prevent researcher bias, and to ensure the safety of the participants, I would like for you scrutinize each of the interview questions and provide feedback with ways to improve the instrument. Upon completion of a field test, I will be sharing the results with you and asking that you review the data to ensure the accuracy and reliability of the instrument and to ensure the interview questions are aligned with the research questions.

If you have any questions regarding this phenomenological research study, please do not hesitate to contact me at xxx-xxx-xxxx or by e-mail at xxxxxxxx.xxxxxxxx.xxx. You can also contact my dissertation chairperson Dr. Marilou Ryder at xxx-xxx-xxxx or by e-mail at xxxxxxxx.xxxxxxxx.xxx.

Thank you very much for your interest and assistance in this phenomenological study.

Sincerely,

Carla Tweed
APPENDIX B

Participant Informed Consent

TITLE OF DISSERTATION: Women in Leadership, in a Male-Dominated Field, Specifically the California Highway Patrol

BRANDMAN UNIVERSITY
16355 LAGUNA CANYON ROAD
IRVINE, CA 92618

PRIMARY RESEARCHER: Carla Tweed

PURPOSE OF THE STUDY: The purpose of this qualitative phenomenological study was to examine, understand, and describe the challenges women face to advance to middle management (Lieutenant and Captain) in the California Highway Patrol (CHP). The study will focus on the individual lived experiences of California female Captains and Lieutenants as they rose through the ranks of the CHP.

With my consent to participate in this study, I agree to an audio-taped interview which may last up to 90 minutes, answer the open-ended questions truthful, and allow the researcher to contact me at a later date for clarification, if needed.

I understand that:

a) There are no know risks associated with participating in this research. I understand all information gathered will be held in strict confidence and reported in a way to protect confidentiality. Pseudonyms will be used for all interviewers.

b) The findings of this study will be available to me at its conclusion and could benefit me is that my input could benefit other women in the path to leadership.

c) Any questions I have concerning my participation in this study will be answered by Carla Tweed. She can be reached by e-mail at xxxxxxxx.xxxxxxxx.xxx or by phone at xxx-xxx-xxxx.

d) I understand the interviews will be audio-taped for transcription purposes only. The recordings will be available only to the researcher. The transcriptions will be stored in the researcher’s home and will be destroyed after two years.

e) I understand I may refuse to participate or withdraw from this study at any time without any negative consequences. Also, the researcher may stop the study at any time.

f) I also understand that no information that identifies me will be released without my separate consent and that all identifiable information will be protected to the
limits allowed by law. If the study design or the use of the data is to be changed, I will be so informed and my consent re-obtained. I understand that if I have any questions, comments, or concerns about the study or the informed consent process, I may write or call the Office of the Vice Chancellor of Academic Affairs, Brandman University, and 16355 Laguna Canyon Road, Irvine, CA 92618.

g) I acknowledge that I have received a copy of this form and the Research Participant’s Bill of Rights.

I have read the above and understand it and hereby consent to the procedure(s) set forth.

________________________________________________________________________
Signature of Participant

________________________________________________________________________
Signature of Primary Researcher
Brandman University IRB October 2017

________________________________________________________________________
Date
APPENDIX C

Interview Protocol

A Study on the individual lived experiences of California female Captains and Lieutenants as they rose through the ranks of the CHP

Part I. Researcher’s Introduction

Thank you for being willing to meet with me and participate in this interview to share your personal career journey as you pursued your levels of leadership in what is a male dominate field. This interview should take approximately 60-90 minutes. The purpose of this study is to examine, understand, and describe the challenges women face to advance to middle management (Lieutenant and Captain) in the California Highway Patrol (CHP). The purpose of this interview is to learn about your experiences as a woman advancing in the CHP. I want to remind you that you have previously signed the Informed Consent to Participate in this study. A copy of the Research Participant’s Bill of Rights is being provided to you today for your review and records. It is your right to not answer any question that make you uncomfortable. Please feel free to pass on any questions, or to stop the interview at any point. Do you have any questions? If you do not have any questions, I am going to start the recording.

This is Carla Tweed and I am currently completing my doctorate degree of Education in Organizational Leadership at Brandman University. Today’s date is ___/___/___ and the time is ____am/pm. This interview is being recorded for transcription purpose and the researcher will take notes.
Part II. Personal Demographics

1. Please state your name, position, current assignment, and where our interview is currently taking place.
2. What is your age, marital status, and ethnicity?
3. What is your age, marital status, and ethnicity?
4. Did you grow up in California? If yes, which city? If not, where did you grow up?
5. Please share your educational background. Include all colleges attended, credentials, and formal degrees earned. Were these obtained prior to entering the California Highway Patrol?
6. Can you share some information about the demographics of your current assignment? (i.e., total size, male to female, uniformed to non-uniform)?

Part III. Research Questions

Research Question 1. What are the lived experiences of California female Captains and Lieutenants as they rose through the ranks of the CHP?
   1. Describe your career pathway to your current assignment.
   2. What inspired you to become a leader in the Department?
   3. What education and or experiences do you feel helped prepare you the most for your current assignment and why? Please elaborate.

Research Question 2. Motivation- What factors initially motivated women to choose the California Highway Patrol as a career?
   1. Did you always want to become a police officer?
   2. What inspired you to join the California Highway Patrol?
   3. Was it easy or hard to become an officer? Please explain.
   4. What have you enjoyed about your journey?

Research Question 3. Career Advancement- What factors contributed to the career advancement of women in the CHP?
   1. What has surprised you in your ascent to leadership?
   2. Describe your department’s protocol for seeking promotions.
   3. If you feel comfortable, please discuss any obstacles during this process.
   4. Do you believe that you have had the same opportunities for advancement as your male counterparts?
**Research Question 4.** Barriers- What barriers did women face during their CHP careers and how did they overcome them?

1. What was the most difficult challenge/barrier you encountered on your career journey?
2. Was family mobility an issue for you when seeking advancement? If so, why? If not, why not?
3. What perceived stereotypes do you believe hindered your opportunities?
4. What, if anything, did you find most challenging about the selection/hiring process of securing past/current promotions?
5. Have you ever been the victim of sexual harassment on the job? Is so, how so? Did you report it? If so, was it followed up?

**Research Question 5.** Support. What type of support did women in the CHP have and from whom?

1. Describe what mentoring means to you.
2. Does your department provide mentors?
3. Have you had any mentors, role models, or networking that you believe assisted or inspired you in your career path? If so, please describe.

**Research Question 6.** Recommendations. What recommendations do CHP women have for women wanting to pursue a career in the CHP?

1. What key insights from your journey of advancement can you share, as advice, with other women who aspire to promote or join the Department?
2. Is there anything else that you would like to add to describe the full essence of your lived journey to leadership that we did not explore in the questions asked?
3. Why do you think the percentage of women in policing is so low?

**Part IV. Closing Remarks**

This concludes my questions. Is there anything else that you would like to add to describe your experience working with elementary ADHD female students?
I will transcribe the interview and provide a copy. If you have any corrections or additions, feel free to send them to me. Thank you very much for your time and support in completing my research.

Possible probes that can be added to any question, for clarification:

1. “Would you expand upon that a bit?”
2. “Do you have more to add?”
3. “What did you mean by . . .”
4. “Why do you think that was the case?”
5. “Could you please tell me more about . . .”
6. “Can you give me an example of . . .”
7. “How did you feel about that?”