

Laura Hills

Lasting Female Educational Leadership

Leadership Legacies of Women Leaders

Lasting Female Educational Leadership

STUDIES IN EDUCATIONAL LEADERSHIP

VOLUME 18

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Lasting Female Educational Leadership

Leadership Legacies of Women Leaders



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ISBN 978-94-007-5018-0 ISBN 978-94-007-5019-7 (eBook)
DOI 10.1007/978-94-007-5019-7
Springer Dordrecht Heidelberg New York London

Library of Congress Control Number: 2012945071

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Printed on acid-free paper

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*In memory of my father, David
Kirschenbaum, who instilled in me a love of
achievement, learning, and higher education*

*In memory of my mother, Janice
Kirschenbaum, who wanted me to marry a
nice Jewish doctor, but who would have been
very proud to see that I have become one*

*For my daughters, Meredith Sachs, Alicia
Hills, and Victoria Sachs, for whom I have
modeled lifelong learning
and of whom I am so proud*

*And for my husband, Cornell Hills,
my beshert, who has given me everything.*

“What we do repeatedly will determine the legacy we leave.”

James Kouzes (2005, p. 66)
In The Art and Practice of Leadership Coaching

Preface

Right now and all around the world, our colleges and universities are being led in large part by individuals who are, like me, in later midlife. Huge numbers of those middle-aged leaders will retire within the next 10 years. While we know that being in midlife and impending retirement must influence a person in a leadership position at an institution of higher learning, we do not really understand how.

This monograph is based upon an empirical study that linked higher education leadership to one aspect of midlife known as *generativity*. This psychosocial phenomenon was described by Erik Erikson as a desire that peaks in midlife to leave something for future generations before one dies. Generativity typically manifests itself in the legacy one intends to leave. I completed a multiple case study of women who are in later midlife and who hold high-level leadership positions at an institution of higher learning. From this work, I learned more than has ever been known about the nature, antecedents, and support of generativity in the leadership of female higher education leaders in midlife. I am thrilled to share my findings in the pages that follow.

Chapter 1 describes the psychosocial challenges typically faced by higher education leaders in midlife. It explains why higher education leaders in midlife may feel that their time in leadership is running out and why they may feel compelled right now to leave something behind for future generations. It locates these normal and common feelings within the context of Erik Erikson's eight stages of psychosocial development and particularly, Stage 7: Generativity vs. Stagnation. Chapter 1 also describes the context in which my study was situated, the particular research problem I addressed, and the three research questions that drove my work: What is the nature of leadership generativity? What are the antecedents to leadership generativity motivation? And what environmental factors within higher education institutions facilitate or inhibit leadership generativity? Chapter 1 also describes the purpose, audience, and significance of the study and provides a glossary of terms.

Chapter 2 situates my research study within the context of practical considerations and applications. It explains why legacy strivings escalate in midlife and why generativity usually matters more to leaders who are in midlife than those who are younger. This chapter also describes the many practical questions addressed by

my research study. For example, it describes how I defined *midlife* and *higher education leader*, how women particularly experience midlife, generativity as a particular midlife phenomenon, and how generativity manifests itself particularly among women.

Chapter 3 describes the practical aspects of my qualitative descriptive multiple case study. It describes my rationale for choosing the naturalistic paradigm, a qualitative methodology, and case study in particular, and it locates my study within relevant qualitative research literature. This chapter, coupled with Appendix E, describes in detail my research design including the specific criteria for study participation, study delimitations, sampling strategies, techniques used to enhance my study's trustworthiness, data coding strategies, and my criteria and strategies for analyzing and interpreting my study's findings. My research design is further summarized in Appendix A, an executive summary of my research study and its key findings.

Chapter 4 explores the early influences on a higher education leader's generativity, particularly those that stem from their childhood and early adulthoods. These influences include a higher education leader's parents, grandparents, siblings, other family members, peers, media, faith, clergy, educators, supervisors, colleagues, members of the community, motherhood, public figures, and growing up at a particular moment in history. This chapter also considers higher education environments that are supportive of leadership generativity, the personal characteristics of highly generative leaders, and more broadly, the landscape for leadership generativity at institutions of higher learning, including potential pitfalls and obstacles to avoid.

Chapter 5 discusses the implications of my study's nine key findings and secondary findings and places them within the context of current literature. It offers eight working hypotheses about higher education leadership generativity and their implications. It also presents my theoretical framework for developing higher education leadership generativity that emerged from the study. Higher education institutions can use this framework to develop leadership generativity development programs. In particular, this chapter includes an extensive chart of 24 topics for program content, links those topics to specific research data and literature, and provides practical focus questions for leadership generativity development program participants.

Chapter 6 provides tools that will enable the reader to harness the study's findings and put them to practical use. It includes leadership legacy scenarios and will lead you through a series of hands-on leadership legacy development exercises. These exercises, coupled with the exercises included at the end of each of the first five chapters, will enable you to identify the leadership legacies, relationships, and formative experiences that have influenced your own generativity. This chapter also provides you with the Leadership Legacy Statement Template and sample leadership legacy statement that have grown out of my popular legacy workshop. These will enable you to craft your own higher education leadership legacy statement. This chapter further explores ways that higher education leaders can work collaboratively to realize their leadership legacies, and also, to preserve and celebrate the higher education leadership legacies of others. Broad implications and topics for further research are also included in this chapter.

This work grew directly from my experiences, questions, observations, and inklings as a female higher education leader in midlife. I have combined my scholarly work with my more practical concerns as an educator and developed exercises and other tools higher education leaders can use to shape and work toward achieving their intended legacies. I have also developed a theoretical blueprint a college or university can use to develop and foster leadership legacies. I hope this work motivates you to act now, while there's still time, to develop and foster your leadership legacy and the legacies of your colleagues. I also hope that it motivates you to preserve and cherish the higher education leadership legacies of those who came before you.

Read on to learn more about my study and how you can become a legacy thinker. Here's to making your higher education leadership last beyond your lifetime.

Fairfax, Virginia, USA

Dr. Laura Hills

Acknowledgements

This monograph is the direct result of my 12-year graduate school odyssey at George Mason University, during which time I took one course at a time, semester after semester, year after year. I chipped away slowly but surely first at a master's degree, then two graduate certificates, then my doctorate. The work before you is a testament not only to my stubbornness and endurance as a scholar but to the support and encouragement of many good people who helped me along the way.

My colleagues and my students at Virginia International University were extremely supportive of and interested in my research. I especially wish to thank Virginia International University president Dr. Isa Sarac for his encouragement and for his genuine interest in my work. Thank you, too, to vice president Sue Ann Myers, who never failed to ask me how the research was going. And thank you to my colleagues Yukari Kinisue and Carol DeLaney for those engaging and helpful discussions over lunch and for sharing your own scholarly journeys with me.

I would like to thank my brother, Stephen Kirschenbaum, and my sister-in-law, Sandy Kirschenbaum, who took a keen interest in my research progress. Thank you for cheering me as I managed to make it over each hurdle. Thank you, too, to my many friends at The Gardens of Fair Oaks and Fairfax Nursing Center. Spending time enjoying music with you every Friday provided just the right balance to all of this scholarly work. On a similar note, I wish to thank my many friends at the Rotary Club of Fairfax, Virginia for asking me week after week how the work was progressing and for being so encouraging.

Of course, there could be no study without the informants who graciously volunteered their time, perspectives, and experiences for this work. Higher education leaders are extremely busy people, yet these informants spent significant time meeting with me for our interviews. I feel privileged to have had this opportunity to gather your insights. Thank you to my secondary sources, too, for your generosity, candor, and the wealth of rich data you provided in support of this research. Thank you to the individuals at the research site's Office of Institutional Research and to Karen Motsinger at the George Mason University Office of Research Subject Protections for your excellent advice and assistance. And finally, thank you to my

panel of nominators at the research site. Without you, this study would never have gotten off the ground.

I have been extremely fortunate to have gained the insights of Dr. Nance Lucas who provided useful feedback on my research and who never steered me wrong. Her insights were always spot-on and her warmth enduring. Thank you, Nance. I also wish to thank Dr. Claire Snyder-Hall and Dr. Julie Owen for their valuable insights and contributions to this work. In addition, I would like to thank Dr. Becky Ericson and Dr. Barbara Abdul-Karim, my colleagues who served as the informants in my pilot study. Thank you, too, to Dr. Kimberly Saunders for your support, encouragement, knowledge, and especially, for the kick in the pants I needed. And, I wish to thank Rusty Schaefer, Kathy Schaefer, and once again Dr. Becky Ericson, my three peer debriefers. Your feedback and insights improved the quality of this study and brought fresh perspectives to the work.

I admire strong women and am blessed to call three of them *daughter*. Thank you to Meredith, Alicia, and Victoria, who showed tremendous patience with me as I journeyed on through this lengthy project. I appreciate your unwavering support and confidence in me to do this.

And finally, I wish to thank my husband Cornell Hills for everything he has done to support, cheer, and encourage me throughout this incredibly long adventure. You promised me when I married you that you would do everything within your power to help me have everything I ever wanted. Let the record show that you have succeeded.

Contents

1 Leadership Legacies: Immortal Higher Education Leadership	1
Need and Background.....	3
A Statement of the Research Problem and Questions	5
Why Study Women in Leadership?	6
Purpose of the Study	7
Audience of the Study.....	8
Definition of Terms	8
Midlife.....	8
Higher Education Leader	9
Generativity	9
Generative Motivation.....	9
Generative Realization	9
Generative Chill	10
Generative Ethics	10
Communal Modes of Generativity	10
Agentic Modes of Generativity	10
Leadership.....	10
Developmental Antecedents of Generativity Motivation.....	11
Higher Education Leadership Legacy	11
Positive Role Model	11
Negative Role Model.....	11
Mentor	11
Leadership Coach	11
Summary	12
Exercise: Influential Legacies	12
2 Why Legacy Matters More in Midlife.....	15
Erik Erikson's Theory of Generativity.....	15
Practical Questions of My Research Study.....	17
Why is Leadership so Difficult to Study?	17
Which Leadership Framework is Appropriate for My Research Study?.....	19

What Selection Criteria Can I Use to Identify Higher Education Leaders?	20
Why Study Midlife Leaders Who Work Particularly in Higher Education?.....	21
How Does Generativity Manifest Itself Particularly in Women?.....	22
What Else Did My Literature Review Uncover?	23
Summary	25
Exercise: Childhood and Early Adulthood Antecedents to Generativity Strivings	25
3 The Case Study.....	27
Rationale for Choosing the Naturalistic Paradigm	28
Rationale for Taking a Qualitative Research Approach.....	28
Rationale for Conducting a Case Study	29
Criteria for Study Participation	30
Methodology Summary	30
Exercise: A Higher Education Leadership Legacy Survey	31
4 Characteristics that Influence Leadership Legacies.....	35
Description of Informants	35
Pseudonyms.....	35
Preparation	36
Insights	36
Within-Case Data Presentation	37
Cordelia.....	37
Desdemona.....	38
Juliet	38
Ophelia	39
Portia	39
Titania.....	39
Cross-Case Data Presentation	40
Research Question 1: What is the Nature of Generativity in Leadership?	40
Research Question 2: What are the Antecedents of Leadership Generativity Motivation?	59
Research Question 3: What Environmental Factors Within a Higher Education Setting Facilitate or Inhibit Leadership Generativity?	76
Summary	89
Exercise: How Do Your Experiences Compare with the Study's Research Findings?	90
5 Developing Generative Higher Education Leaders	93
Purpose of My Study	93
Responses to Research Questions: A Discussion	94

Research Question 1: What is the Nature of Generativity in Leadership?.....	94
Research Question 2: What are the Antecedents of Generativity Motivation?	101
Research Question 3: What Environmental Factors Facilitate or Inhibit Generativity in Leadership?	107
Eight Working Hypotheses	109
Emergent Theoretical Framework for Developing Leadership Generativity.....	110
Supports Needed for Higher Education Leadership	
Generativity Programs and Policies	111
Structures of Leadership Generativity Development Programs.....	113
Content of Leadership Generativity Development Programs	115
Further Implications of My Study.....	115
Strengths and Limitations	120
Theoretical Framework	120
Sample Size and Sample Selection	121
Instrumentation	121
Data Collection.....	122
Data Analysis	122
Additional Strengths and Limitations	123
Recommendations for Further Research.....	123
Research Design.....	124
Future Research Questions.....	124
Exercise: Supporting a Leadership Generativity Program at Your College or University	125
6 Tools for Crafting a Leader's Higher Education Leadership Legacy	127
Review of Chapter-by-Chapter Exercises	128
Chapter 1 Exercise: Influential Leadership Legacies.....	128
Chapter 2 Exercise: Childhood and Early Adulthood	
Antecedents to Generativity Strivings.....	128
Chapter 3 Exercise: Higher Education Leadership	
Legacy Survey	129
Chapter 4 Exercise: How Do Your Experiences Compare with the Study's Research Findings?	129
Chapter 5: Supporting a Leadership Generativity Program at Your College or University	130
Scenarios	130
Leader A.....	131
Leader B	131
Leader C	132
Leader D.....	132
Leader E	133

Your Strengths and Weaknesses for Leaving the Legacy You Intend.....	134
Crafting a Higher Education Leadership Legacy Statement:	
A Template.....	135
Sample Legacy Statement.....	139
What Do Others Think Your Legacy Will Be?	140
Working Collaboratively to Achieve Intended Higher	
Education Leadership Legacies	142
Summary	143
Conclusion	145
Appendices	147
Appendix A: Executive Summary of the Case Study	147
Appendix B: Informant Interview Guide and Questions	151
Appendix C: Secondary Source Interview Guide and Questions	156
Appendix D: Immediate Post-interview Review	157
Appendix E: Methodology.....	157
References	193
About the Author	205
Index.....	207

Chapter 1

Leadership Legacies: Immortal Higher Education Leadership

My favorite research topics are those that occur to me when I'm not looking for them. A few years ago, I had just such a research epiphany that ultimately led me to the topic of this monograph. This is my story.

It was busy Tuesday just like every other Tuesday at our small university. At 10:05, I realized that I was late for our regular 10:00 a.m. senior staff meeting. I let out a gasp, grabbed my pad folio and a pen from my desk, and dashed down the corridor to the conference room to join my colleagues, who were already seated at the conference table and engaged in discussion. All eyes turned toward me and there was that awful disapproving silence that occurred whenever one of us arrived late to a meeting. I sheepishly mimed an apology, slipped into my seat, and silently picked up the handout that was waiting at my place. When everyone's attention went back to the matter at hand and discussion resumed, I could see from the large, bold heading that the page before me reported figures about our retention rates, the topic of our meeting that day. But that was all I could see. I'd have needed my reading glasses to make sense of the rest of the blurred page of figures in front of me. Unfortunately, in my haste to rush to the meeting, I'd forgotten to bring them with me.

I felt stuck. I didn't dare disrupt the meeting any further by going back to my office for my reading glasses or asking my assistant to bring them to me. And, I had to know what was on the page. I squinted to see if I could read the figures better, but that didn't help much. Then, I tried holding the page as far from my face as possible, sliding my arm out and in, hoping that I could find a distance that would bring everything into focus. Unfortunately, that didn't work either. Then, without saying a word, the colleague sitting beside me came to my rescue. He had noticed my "trombone" playing and handed me his reading glasses. I slipped them on and found that I could read the page perfectly. And that is the precise moment when the topic for my research was born.

As I peered over my colleagues' reading glasses at the senior staff gathered around that conference table on that Tuesday morning, I saw that to a person, every one of us was of the age when one needs to use reading glasses. I'd never given notice before to the fact that we were the senior administrative team at our small

university *and* that we were all of roughly the same age, somewhere I guessed to be between 50 and 60. Our faces were lined with the same wrinkles, our hair gray, graying, dyed, or thinning, and our life points similar. We were all of that age when our children were becoming older and more independent of us, when our bodies did not do what they used to do, when our doctors advised us to have colonoscopies and to watch our cholesterol, and when we would talk about the junior staff members and students around us as though they could be our children.

My colleague's reading glasses enabled me to see with perfect vision that we were all in midlife. That set me to wondering about all kinds of things. I wondered, for instance, if and how, precisely, being in midlife was affecting us in our roles as the leaders of our institution. Was our life point affecting our choices, our priorities, and our concerns, or even, the way we worked with and communicated with one another? I wondered, too, why we were all probably dealing with similar issues of being in midlife but that we never talked about that openly with one another. I wondered if the men at the table were experiencing midlife differently from the way I was. Surely their physical changes had to be different from mine. But how? And then, I wondered, was our situation typical? Were the conference rooms at colleges and universities around the world filled with midlife leaders like us who needed to use reading glasses to see the small print?

Within the next few days, I asked my colleagues who worked at other institutions of higher learning whether they thought that their leadership positions were held mostly by people who were in midlife. Their responses caught me off guard— not because of *what* they told me, but because of *how* they told me. Every colleague I asked thought my question was absurd. I might as well have asked them if the sky was blue. Of *course* a huge number of the leaders at their schools were in midlife, they told me, as though that was a foregone conclusion -- obvious and not interesting. But that observation confirmed my hunch and became *hugely* interesting to me.

I considered my own experiences and perceptions as a higher education leader in midlife and I knew that I had changed and that my leadership had changed, too. As a midlifer, I believed that a key function of higher education leadership is to mentor others, to provide them with leadership opportunities, and to develop future leaders; I didn't remember feeling that way when I was younger. I started to read up on midlife and found a huge body of scholarship. I learned that my colleagues were indeed correct; there is a fantastic number of midlife leaders at our institutions of higher learning, and in fact, in pretty much all of our organizations, corporations, and institutions. And yet, we know extremely little about whether and how being in midlife influences their leadership.

These observations, experiences and wonderings are what ultimately led me to embark on a multiple case study of six female higher education leaders who were in later midlife (between the ages of 50 and 64) and to explore the nature of their intended higher education leadership legacies, the sources and antecedents of their legacy thinking, and the environment that is needed for higher education leadership legacies to be realized.

Need and Background

There is a 10 ton white elephant stomping around our global living room that relatively few researchers and employers notice or speak of; the number of individuals who are in midlife (between the ages of 40 and 64) is huge, accounting for about one-third of the U.S. population (Hunter, Sundel, & Sundel, 2002) and the majority of individuals who are in executive and leadership positions in the U.S. workforce today are, in fact, in midlife (U.S. Bureau of the Census, 2001; Fitzgerald, 2002; Freedman, 2007). The middle years are ones in which individuals act as leaders of families, organizations, and communities (Schaie & Willis, 1986). Yet, we understand so little about the impact of midlife on leadership, particularly for those of us who are serving as leaders in our institutions of higher learning. According to Mills (2006),

This is a troubling void given the fact that so many administrators and would-be administrators [in higher education] are in the second half of life...and as a result are undergoing great physical and psychological changes appropriate to this stage which can and will affect their work. (p. 294)

As I read more and more about midlife leadership and began to get the first inklings of my research questions, I realized that it would help me tremendously to work from a theoretical framework, a lens through which to look at the concept of midlife. I hit upon numerous theories having to do with midlife, and in fact, was attracted at first to the work of Carl Jung. However, I kept coming back time and again to Erikson's theory of generativity, not only because so many scholars referenced Erikson, but because Erikson's generativity theory resonated with me personally.

Erik Erikson (1950) identified generativity as *the* defining psychosocial feature of midlife (versus stagnation). During the middle adult years, Erikson maintained, men and women are most likely to be concerned about the well-being of future generations; they are most likely to become involved in projects aimed at generating a positive and enduring personal legacy that will ultimately outlive them. Generativity can explain why midlife is the time most of us make our most significant contributions to future generations and to society more broadly, Erikson argued. Erikson's generativity theory certainly gave me a way to begin to understand my professional interest in developing and fostering future leaders at our small university.

But for far more personal reasons, I was also particularly attracted to Erikson's generativity theory as the theoretical framework for my research study because it put forth the proposition that individuals in midlife are likely to concern themselves with leaving a legacy. That resonated with me loud and clear because I was reading Erikson during the time of my father's battle with thyroid cancer and his eventual passing. I was consumed at that time with thoughts of my father's legacy, my own legacy someday, and the legacy others ultimately leave behind them when they die. Erikson shed some light on these issues for me. Moreover, from the standpoint of society and culture, I came to see generativity as a critical resource. McAdams (2001) suggested that generativity may "undergird social institutions, encourage citizens' contributions and commitments to the public good, motivate efforts to

sustain continuity from one generation to the next, and initiate social change” (p. 396). As I continued to read about Erikson’s generativity theory, it seemed to me that higher education institutions and college leaders, as well as leadership coaches and leadership development programs, would all benefit from knowing more about the nature of generativity in leadership, the antecedents for generativity in midlife leadership, and especially, the higher education environment that fosters and sustains generativity in leadership. Effective higher education leaders and institutions, I believed, would be those that are highly generative or forward-thinking; they’d be the ones that would want to develop, nurture, and foster their own generativity and the generativity of others. My research study attempted to figure out how both higher education leaders and the institutions that employ them could be more generative.

As I continued to read and study, I learned that generativity is not the exclusive domain of individuals. Social contexts and institutions themselves may be more or less generative. There are generative people but also generative groups, generative situations, generative institutions, and even generative societies. A prime motivation undergirding the commitments that many adults show toward social causes, political parties, religious traditions, and a wide range of other social and cultural institutions is their concern for the well-being of the next generation (McAdams, 2001). Likewise, there are people, groups, situations, and even societies that are more or less lacking or deficient in generativity (Kotre, 1984, 1999). For example, Bellah, Madsen, Sullivan, Swidler, and Tipton (1991) argued that the most pressing problems facing large-scale institutions – including educational institutions, churches, and governing bodies – reflect failures in generative care. They called upon leaders to embrace a “politics of generativity” through which adults may be able to “anchor our economic and political institutions firmly in the moral discourse of citizens concerned about the common good and the long run” (Bellah et al., 1991, p. 279).

I began to see leadership generativity more and more as a global issue. By 2030, one out of five Americans will be 65 or older. But there are countries – Japan, Sweden, and Canada for example – where populations are even older than they are in the United States (Kotre, 1996). In 1994, one of them – Italy – became the first in the world to have more people over 65 than under 15. What takes place in our aging societies will depend in great measure on what takes place in those doing the aging, and specifically on the condition of their generativity. Outside of the United States, Japanese social scientists and policy makers have turned their attention to the concept of generativity and its implications for developing a public philosophy to promote the survival and well-being of future generations (Kim & Tough, 1994). In Hong Kong, a study of generativity suggests that older persons in that culture transmit moral and behavioral codes through role modeling and story to create a lasting influence (Chang, Chan, & Chan, 2008). Cross-cultural research by Hofer, Busch, Chasiotis, Kartner, and Campos (2008) conducted in Germany, Cameroon, and Costa Rica suggests that generativity models can be applied to all these three disparate cultural samples, despite cultural differences. My research enabled me to infer that there may be higher education institutions all over the world that are highly generative or more or less lacking or deficient in generativity. I hoped that my study