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Numerous managerial and organizational theorists have worked to develop a set of concepts and theories that encapsulate the key elements of leadership. Contemporary research links leadership to such matters as gender and organizational mission or focus. The present study was undertaken in response to a new approach to leadership theory which suggests that gender may be a significant determinant of the traits, behaviors, and attitudes of successful leaders. Feminine leadership style, which posits the existence of a specifically female method of leading, was investigated through both a review of relevant literature and an empirical study.

Another major focus of the present study was to evaluate the effectiveness of one woman's leadership training program, the Oregon Institute for Leadership Development (OILD). Drawing upon the literature, two survey instruments were developed. The first was addressed to OILD participants. The second was addressed

to community college supervisors whose staff members had participated in OILD. The goal of the study was to identify the key elements involved in a community college women's leadership program that enhance the development of women's leadership skills.

The study found that while OILD work site supervisors identified the existence and partial nature of a feminine leadership style, male supervisors tended to be less convinced that such a style exists. The study also determined that both OILD participants and their supervisors had a generally high level of regard for OILD and its programs. It was determined that the key element of OILD training was its capacity for enhancing the self-esteem and self-confidence of participants, encouraging them to assume more responsibility on the job and to pursue further educational credentials. While supervisors were less able to identify specific program components leading to this result than participants, both groups of respondents appear to regard the intangible rather than the tangible elements of OILD as most influential in influencing participants' careers and self-image. The study also demonstrated that the subjects believe that the community college is, as the literature suggests, an ideal locus for the development of women's leadership potential and for fostering career aspirations.

Identification of the Key Elements Included in a Community College
Women's Leadership Program

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Stephanie Wallis Sussman

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CHAPTER I

INTRODUCTION

STATEMENT OF THE PROBLEM

One of the most dramatic economic changes of the last few decades has been the movement of American women into the labor market. In 1950, only 33.7% of all American women participated in the civilian labor force; by 1985, that figure had grown to 54.5% (Rix, 1988). It is estimated that women will constitute 64% of all new labor force entrants by the year 2000 (Parilla, 1993). Between 1950 and 1985, the labor force participation rate of never-married women drew increasingly close to that of all men. The real revolution in female labor force participation, however, occurred among married women, especially those with children (Rix, 1988). More than one-half of all mothers with preschool children, only 12% of whom were in the labor force in 1950, were either working or looking for work as of 1985 (Rix, 1988).

The increased presence of women in the labor force has numerous far-reaching consequences and effects. It is clear that women who work from choice or necessity experience stress that women who elect to remain at home do not experience (Crosby, 1990). These stresses can include job-related stress as well as stresses emerging from the necessity of balancing home and work responsibilities. As women spend more and more time at work, they necessarily have fewer hours

at home, an issue of particular significance for women with young children (Rix, 1988). In addition, on-the-job stress is apparently endemic in the world of women's work, whether women function at professional/managerial levels or the level of line staff. Women encounter unique problems and challenges, many of which are directly related to or focused upon gender (Crosby, 1990).

Social stereotyping and socialization have combined to magnify the stress experienced by women who work outside the home and to create work-related situations in which gender stratification occurs (Hess, Markson, & Stein, 1988). The gender gap in earnings has, for example, changed very little since the 1950s. On average, women earn between sixty and sixty-four cents for every dollar earned by men. At the same time, however, this gap is narrowing among new workers, especially college-educated women who work in managerial, leadership, or professional capacities (Hess, Marksman, & Stein, 1988; Crosby, 1990; Rix, 1988). As more and more women move into those work positions which require leadership skills, the effects of social stereotyping and a lack of self-confidence generated through stereotyping are increasingly observed (Josefowitz, 1991).

One of the factors which has contributed to the increased presence of women in work force leadership positions is the affirmative action movement and its accompanying legislative, regulatory, and statutory mandates. Though virtually all work sites, both private and public, have been affected by the pressure employed by the federal government to develop and maintain gender-specific affirmative action programs, colleges and universities have been particularly pressured by (and responsive to) these efforts. Beginning in the late 1960s and continuing to the

present, universities, private and public four-year colleges, and community colleges have responded to the provisions of such legislation and the Equal Employment Opportunity Act of 1972. At the present time, the Office of Civil Rights affirmative action plans set numerical goals that are consistent with availability. It should be noted that these goals represent targets and not quotas. Community colleges and other educational institutions have long worked toward aggressive recruitment of women, using hiring committees that include women. In addition, these institutions and other employers are working to achieve the dual goals of creating salary and benefit packages that are based upon qualifications and merit rather than ascriptive qualities (including gender) and the creation of sound, enforceable internal grievance procedures (Acker, 1991; Carnegie Commission of Higher Education, 1973).

These and other related developments in the social and political sectors have resulted in the increased presence of women in leadership roles in the community college setting. According to the National Institute for Leadership Development (NILD), the number of female community college CEO's has increased from a total of 8 in 1981 to 124 in 1994. More impressive still is the fact that since 1981, 1,151 women who attended NILD workshops on women and leadership have been promoted (Desjardins, 1994).

In education, leadership takes on new and added meaning. Traditionally, leadership is defined as a process of influence on a group in a particular situation, at a given point in time, and in a specific set of circumstances that stimulates people to strive willingly to attain organizational objectives, giving them the experience of

helping attain the common objectives and satisfaction with the type of leadership provided (Cribbin, 1982). Educational leaders, in addition to serving these functions, must also recognize the differences between the roles, attitudes, and behaviors of teachers, managers, non-professional staff, students, and the general public. To succeed in this environment, which is often inherently political as well as academic and goal-oriented, a leader must possess a positive, firm and strong self-image and a healthy attitude toward one's own ability to lead. It has been demonstrated through numerous studies, including that of Gilligan (1982) and Josefowitz (1991), that many women, regardless of their educational experience or level of qualifications, lack essential confidence in their ability to manage others and to lead groups to organizational success. Most traditional American social systems and educational institutions have tended to reinforce these negative role images and to restrict the aspirations and goals of women (DeCrow, 1973; Hess, Markson, & Stein, 1988). Even women who have attained responsible positions and positive work histories have reported feelings of self-doubt and a lack of adequacy as the key reasons for their failure to apply for or achieve more influential leadership roles (Pieczenik, 1990; Schaef, 1992).

Some theorists have suggested that these problems may be related to what can be described as feminine leadership style. Desjardins (1989) and Hoffman and Julius (1994) have cited the work of the National Institute of Leadership Development (NILD), an organization that has provided training for women in community colleges for more than 13 years. The data collected by this organization, which directs its energies to the development of women's leadership potential and

the encouragement of women who seek executive level positions at community colleges, suggest that there is such a thing as a feminine leadership style. Desjardins (1994) has noted that whereas traditional leadership styles are inherently authoritarian, many women find this style uncomfortable. Helgesen (1990) has stated that women in the work force lead differently than men, and are often less directly assertive or aggressive in mandating compliance with their instructions. Cribbin (1982) pointed out that while there may well be specific traits and attitudes shared by all effective leaders, there is no doubt that a wide variety of actual leadership styles can be identified. Often, the relative success of any particular style is invariably linked to the situation in which leadership is exerted.

Given that community colleges are actively recruiting, training, and promoting women to positions of leadership and managerial authority, the questions of whether or not a feminine leadership style can be identified and whether or not this style is effective within the organizational framework of the community college, emerge as having significance. Equally important is the fact that as more and more women are placed in leadership positions in these educational institutions, training programs will need to be designed, implemented, evaluated, and modified. They will need to be specifically created to meet the needs of new leaders and to reflect the issues that will impact upon their performance. Training that focuses upon the development of those skills needed for successful community college management and leadership and upon increasing the self-confidence and self-esteem of such women leaders is also indicated.

The Oregon Institute for Leadership Development (OILD), a training institute targeted to the needs of community college women that was initiated and directed by this researcher with the support and sponsorship of the Oregon American Association of Women in Community Colleges, is of special concern in this research project. The institute is modeled upon the National Institute for Leadership Development (NILD) at Phoenix College in Phoenix, Arizona. While OILD has, since 1992, provided leadership training to community college women, it has not as yet developed a curricular foundation based upon solid research. Unlike the national institute, OILD does not require prior possession of a master's degree for attendance. It meets once a year for a total of three and one-half days, during which a variety of leadership activities and workshops are provided to attendees. At this time, there is a critical need to move the OILD forward. It can then provide more effective leadership training to community college women. They will, as time passes, become the nucleus of a new generation of community college leaders, administrators, and managers in Oregon and elsewhere. Jacobs (1994) has stated that a greater effort must be made to develop educational and training vehicles, in college and in the work place, to foster women's professional and leadership development.

The problem addressed in this investigative study is the identification of the key elements involved in a community college women's leadership program which enhances the development of women's leadership skills. This will be accomplished through a review of the pertinent literature, and a survey of the 56 Oregon Institute

for Leadership Development participants and their work site supervisors. The survey will address each of the seven research questions hereafter listed.

RESEARCH QUESTIONS

Seven research questions will be asked, and answered in this study. These questions are:

1. What were the most and least helpful elements of the Institute? Specifically, how helpful was it with respect to a participant's actual work place or role?

2. What impact, if any, did the Institute have on the leadership style of the participants?

3. What effect, if any, did the Institute have on the way participants' view their own abilities to succeed in a greater leadership role?

4. Did attendance at the Institute encourage the participants to seek additional educational experience or credentials?

5. What changes or improvements to the program offered by the Institute would respondents recommend? Specifically, what topics might be included or excluded from future Institutes? Are there any recommendations regarding structure (e.g., budgeting, length, strategic planning, speakers, siting) for future Institutes?

6. What are the key elements that ought to be addressed in any training program for potential women leaders?

7.   Does the community college environment contain specific leadership stresses, opportunities, and challenges for women that programs such as OILD can address?

RESEARCH APPROACH

The research approach is two-pronged. First an extensive review of the relevant literature was conducted. This review included both an assessment of such diverse issues as how work place stress impacts women and the nature of the feminine leadership style. This literature review was conducted to determine key elements that ought to be addressed in any training program for potential women leaders. Specific attention was focused on the question of whether or not the community college environment contains specific leadership stresses, opportunities, and challenges for women, and how formal and informal training programs can facilitate a positive response to those imperatives. Therefore, this investigative study attempts to identify and assess the key elements involved in one community college women's leadership program, the Oregon Institute for Leadership Development, as well as a review of the pertinent literature.

Secondly, the research included a survey of two groups of subjects. Group A involved 56 individuals who participated in OILD. Group B involved 56 work-site managers who supervise the work activities of these female employees. The individual items of the questionnaire addressed various aspects of the seven research questions, as well as key factors identified in the literature as having an impact upon

women in leadership positions in general and community college settings in particular.

Results were then analyzed using basic statistical procedures that facilitate identification of important issues and concepts and permit comparison of the responses provided by the two groups of subjects. The results may also be incorporated into a curriculum foundation for OILD and other states wishing to develop a similar program.

SIGNIFICANCE AND TIMELINESS OF THE STUDY

As previously stated, women are moving rapidly into leadership positions within the organizational framework of the community college across the United States. While this trend is apparently well-established, it is apparent that women still have barriers to overcome and boundaries to cross while developing upwardly mobile career ladders and achieving progressively more responsible leadership positions. Burgos-Sasscer (1993) has reported that search committees indicate that a gender-diverse pool of candidates chosen for final interviews for administrative positions (especially upper-level or top executive positions) is not as yet the rule on most college campuses. This is in spite of evidence which forecasts that by the end of the century, only 15% of all new entrants to the labor force will be white males, compared to 47% in 1985 (Rix, 1988). Today, women constitute 36% of all college and university teachers (Bureau of Labor Statistics, 1986). At the same time, however, within the entire work force of the United States, women account for only 10% of all executive, administrative, and managerial workers (Bureau of Labor

Statistics, 1987, 1991). While there may be a somewhat better distribution of women in leadership roles in the community college setting than in other private and public work environments, it is still clear that women have encountered a *glass ceiling* in this profession as in others. Rix (1989) defined a glass ceiling as that level or position of organizational authority above which women typically do not rise. It is a glass ceiling in that it appears to be higher than it actually is and is often invisible. The community college setting, as referenced herein, refers to the nationwide system of colleges which typically serve a population composed of local residents pursuing a two-year degree, as well as preparing for a four-year degree. The community college also includes non-degree vocational classes, adult education, and other work-related programs.

Good (1990) has reported that women continue to state that they are generally isolated in the work place and unlikely to be able to significantly improve their job status. These negative feelings can be overcome, under the right circumstances, by participation in leadership institutes which are specifically designed to encourage the enhancement of leadership skills among community college women. Such institutes provide participants with an opportunity to realize that they have shared, mutual problems, concerns, and questions about their abilities and value as leaders and employees. In addition, these workshops and institutes offer an opportunity to potential women leaders to form networks of colleagues that can foster individual career growth and progress as well as support systems that can be effective vehicles for identifying and subsequently reducing work-related stress.

It is of critical importance that the basic elements of OILD be determined. In a world characterized by shrinking economic resources — without a corresponding decline in the importance of the community college as a locus for education and social change — program effectiveness takes on new meaning and significance. Analyzing the work of OILD can facilitate the development of new, more effective, and better focused responses to the needs of potential women leaders in the community college setting. The results generated by this study can be shared with other states and programs that are interested in developing their own leadership programs, and with community college presidents for the purpose of obtaining their continued support. The need for the study is further validated by the fact that this researcher was able to identify only one other similar state-wide leadership program. Like OILD, it is also based upon the National Institute for Leadership Development model but has not had any formal or informal assessment conducted with respect to the efficacy of its components. Thus, the study offers the potential for the generation of valuable insights into the viability of OILD and other similar programs.

Finally, there is also a need for an examination of what constitutes feminine leadership style. This question, given the scarcity of women in the upper ranks of management, administration, and leadership, is of some importance. With more and more women entering community college leadership positions, it is especially relevant to solving the problems these women encounter as they move up the career ladder. Through identification of the elements of feminine leadership style, OILD

and other similar institutes can better structure their curricular content to meet the needs of potential women leaders.

DELIMITATIONS AND LIMITATIONS

The study is delimited in that it will draw upon participants from only three OILD institutes, conducted in 1992, 1993, and 1994. The relatively small sample size (i.e., 56 participants and 56 of their work site supervisors) may have a limiting effect, but nevertheless represents a good source of feedback. This feedback may provide a valuable identifier of the elements involved in leadership training of women in community college settings.

It is further limited in that only women participate in OILD. This possible limiting factor, however, emerges from the very nature of the study, in which feminine leadership style as opposed to masculine or general leadership style is under investigation. The legitimacy of studies which focus on specifically and narrowly defined groups of subjects has long been established in the social sciences and education alike (Babbie, 1986).

It should also be noted that this study is being conducted by the current director of OILD and therefore is potentially biased.

Finally, the study is somewhat limited in that while the National Institute for Leadership Development, based in Phoenix, Arizona, has at times evaluated its internal processes and outcomes, there have been no studies of a similar nature that are designed to capture feedback from both Institute participants and their work site supervisors. Validation of the study results, therefore, is not possible, except with

reference to the published theoretical and empirical literature (much of which is not specifically targeted to the community college framework).

GOALS AND OBJECTIVES OF THE STUDY

By providing answers to the seven research questions, the objective will be met of identifying and assessing the key elements that should be involved in a woman's community college leadership program. As a result of this process, we will also foster improvements in the curriculum offered by OILD. A secondary, but still important, objective of this study is to use the information generated to foster further program development for other community colleges interested in the active recruitment and training of women for leadership roles and positions. The study will also provide an analysis of the literature focused on the key elements of women's leadership styles.

The specific objectives of this study include:

1. Identification of those areas of congruence and difference between OILD participants and their work site supervisors;

2. Determination of what the literature indicates about feminine leadership style and how training can be used to enhance or augment that leadership style;

3. Development of a women's institute appraisal model that can be replicated under other conditions and in other community college settings;

4. Creation of a women's leadership institute curriculum model that can also be transported to new settings.

CONCLUSION

This first chapter has identified the problem to be investigated, presented the seven research questions to be answered, assessed the significance and timeliness of the study, set forth the study objectives, stated the delimitations and limits of the study, and offered a brief description of the research methodology. Subsequent chapters of the study will explicate the various themes identified in this introduction to the project.

Chapter II consists of a review of the literature regarding the subject. Chapter III presents the details of the research methodology and data analysis techniques employed, along with a description of the research instrument developed by the writer. Chapter IV consists of a presentation of the research results, along with various tables as appropriate to the data. Chapter V, the final segment of this study, includes, a description of the responses to the seven research questions, an explication of the findings, recommendations for future research, and a general summary of the project. Chapter V also contains a listing of the key positive and negative elements of the OILD model as it now exists and suggestions for enhancement of that model.

CHAPTER II

REVIEW OF THE LITERATURE

INTRODUCTION

The literature which addresses the various aspects of managerial and leadership theory, feminine leadership style theories, methods and programs for empowering women leaders, the actual presence of women in public and private sector leadership positions, and the community college as a locus for the advancement and training of women leaders is extensive. The purpose of this chapter is to provide a review of the most significant issues raised in each of these specific areas.

This chapter offers an assessment of the theories and the practical application of those theories with specific reference to the problem at hand. Of critical concern is the question of whether or not a specifically feminine leadership style exists and if such a style does exist, what programmatic issues emerge when the empowerment of women as leaders is addressed. The seven research questions set forth in Chapter I will be answered, not only through a survey of community college women who have participated in the OILD training program and their work site supervisors, but also through this review of the literature. Both the empirical and the qualitative sections of the research effort are necessary components of the overall research project.

TRADITIONAL LEADERSHIP THEORY

This section of the literature review will describe the traditional approaches to leadership theory. The following section will provide an overview of contemporary leadership theory and style. Several traditional leadership theories have been advanced and will hereafter be outlined.

Functional Definitions of Leadership

Cribbin's (1982) functional definition states that leadership is a process of influence on a group in a particular situation, at a given point in time, and in a specific set of circumstances that stimulates people to strive willingly to attain organizational objectives. This then provides a baseline for an analysis of what constitutes leadership in the work place. Koontz, O'Donnell, and Weihrich (1985), in their definition of leadership, also stress the role of the leader in influencing people, through either art or process, so that they will enthusiastically and willingly strive to achieve organizational goals. In their view, several ingredients are necessary for an individual to be an effective leader. These include an ability to recognize the necessity of exercising power in an organizational setting, a fundamental understanding of people, the ability to inspire followers to apply their full capabilities to a project, and the ability to create a leadership style that responds to the special culture, mores, values, norms, and objectives (Koontz, O'Donnell, & Weihrich, 1985).

Trait and Style Theories

Prior to 1949, studies of organizational leadership were based largely upon an attempt to identify the traits that leaders actually possess. A belief dating back to the ancient Greeks and Romans starts with the *great man* theory which posits that leaders are born and not made. Inquiries tended to focus on identifying the physical, mental, and personality traits of various leaders. As the behaviorist school of psychology came into prominence, the great man approach to leadership lost much of its acceptance in light of new evidence demonstrating that the only traits with which people are born are inherited physical characteristics and perhaps tendencies toward good health (Koontz, O'Donnell, & Weihrich, 1985).

In general, the attempt to identify traits that are indicative of leadership potential has been without much success. Most of the so-called traits that were identified by early organizational theorists were, in actuality, behavior patterns that were learned as opposed to innate patterns (Stogdill, 1974). It is still, however, difficult to separate and distinguish between theories of leadership. Some theorists have addressed the question through an analysis of leadership styles; three specific styles — autocratic, democratic/participative, and free-rein — were identified early on. In each case, the focus was upon the manner in which the leader perceived power and employed power to achieve organizational objectives (Koontz, O'Donnell, & Weihrich, 1985).

For more than three decades, Rensis Likert (1961; 1967) and his colleagues at the University of Michigan studied the patterns and styles of effective leaders; they developed a theory of leadership in which participative management was

stressed, and in which effective leaders were those who were strongly oriented toward subordinates and who employed communication as a primary means of fostering the creation of strong, integrated work units focused on goal and objective achievement.

Likert (1961; 1967) postulated the existence of four systems of management. System 1 is described as exploitative-authoritative, while System 2 is called benevolent-authoritative. In both of these systems, managers or leaders are less trusting of subordinates, more likely to use both rewards and punishments for securing staff performance, and more likely to use top-down communication channels. System 3, management/leadership, was described by Likert (1961, 1967) as consultative; these managers tend to be more trusting of employees, encourage top-to-bottom and back communication channels, and to consult with employees in planning and making decisions. System 4 managers were regarded by Likert (1961, 1967) as the most participative of all. Likert argued that these managers, who exhibit confidence and trust in staff and actively engage staff in virtually all decisions and planning/implementing activities, were the most effective leaders. Likert (1967) found, in numerous empirical studies of companies which encouraged System 4 management, that System 4 leadership was positively associated with goal achievement and increased productivity.

The Managerial Grid Approach

Blake and Mouton (1981) developed an approach to identifying leadership styles that employs what is known as the managerial grid, a system of determining the extent to which leaders exhibit concern for people or productivity. They argued

that the most effective leaders were those whose level of concern for both people and productivity was at the literal center of the grid; individuals at the four extremes of the grid, they suggested, tended to emphasize one area of concern to the detriment of the other. Leaders whose concern was centered on the dual task of motivating and caring for employee needs and achieving productivity goals and objectives were more generally successful.

Continuum Theory

Some theorists have argued that leadership, a collection of behaviors and attitudes, is best understood not as a quality but as a set of actions that take place on a continuum. In this approach to leadership theory, leadership is envisioned as involving a variety of styles, ranging from one that is highly boss-centered to one that is highly subordinate centered (Koontz, O'Donnell, & Weihrich, 1985). The concept of the continuum recognizes that the appropriate style of leadership depends upon situations and personalities. Forces in the personality of the leader (including value orientation), in subordinates, and in the work situation combine to influence how one leads at any given time and in any given situation. This approach to leadership was one of the first sets of theory which recognized that forces that may be seemingly external to the work situation (such as labor unions, greater pressures for social responsibility, the civil rights movement, affirmative action mandates, and the ecology and consumer movements) exert enormous influence on leadership and management (Koontz, O'Donnell, & Weihrich, 1985).

Situational and Contingency Approaches

To a degree, continuum theory was responsible for the extensive series of studies that focused on situational or contingency approaches to leadership. Situational or contingency leadership theory stresses the premise that leadership is strongly affected by the situation from which the leader emerges and in which he or she operates. This approach to leadership recognizes that an interaction exists between the group and the leader. It supports the follower theory that people tend to follow those in whom they perceive (accurately or inaccurately) a means of accomplishing their own personal desires (Koontz, O'Donnell, & Weihrich, 1985).

Fred E. Fiedler (1967) found that three critical dimensions of the leadership situation are more directly influential on leadership style. He argued that these included position power, task structure, and leader-member relations. In the first instance, power is linked to the scope of the leader's actual work position and role. In the second element, tasks are identified as either highly structured or loosely structured. In the final element, Fiedler (1967) focused on the ability of the leader to inspire in his or her employees both confidence and appreciation. Fiedler (1967) defined two basic leadership types. He identified the first as essentially task-oriented, in which the leader gains satisfaction from seeing a task performed. The second positions the leader as primarily oriented toward achieving good interpersonal relations and toward achieving a position of personal prominence. Neither style of leadership was automatically good or bad. Both depended, with respect to effectiveness, upon the various elements present in the group

environment. Thus, Fiedler (1967) stressed the importance of incorporating understanding of the work situation into all leadership and managerial activities.

<u>Path-Goal Theory</u>

Another traditional leadership theory is described as the path-goal approach. As perceived by Robert House (1976), the theory builds upon the various motivational and leadership theories of others. Situational factors (i.e., characteristics of subordinates and the nature/structure of the work environment) and leader behavior (supportive, participative, instrumental, or achievement-oriented) combine to establish definitive paths toward the recognition of a goal or objective. House (1976) argued that there is no one best way to lead, but rather a set of good leadership approaches that should emerge from situational and leader behavior variables.

The theory proposes that the behavior of the leader is acceptable and satisfies subordinates to the extent that they see it as a source for their own satisfaction. The key in the theory is the recognition that a leader influences the paths between behavior and goals (House, 1976).

CONTEMPORARY LEADERSHIP THEORIES

Peter Block (1987) has stated that there is a quiet revolution taking place in many organizations in response to a growing recognition that tightly controlled, highly stressful, and pressure-intensive organizations have lost the ability to foster productivity gains. He and others have developed several new theories of leadership, leadership style, stewardship, and empowerment of workers in response

to this recognition. This section of the literature review will consider contemporary theories and approaches to leadership.

Visionary Leadership

While there is widespread acceptance among organizational theorists of the viability of the situational leadership theories, a new body of research has been created in recent years that stresses visionary leadership. Wheatley (1990) has described the new science of leadership as recognizing that closed systems, like those of many private and public sector organizations and institutions, tend to wear down and to dissipate the energies of managers and employees alike. She argues that the constant search for organizational equilibrium — and the development of processes, structures, and behaviors that foster equilibrium in organizations — is counterproductive. Leaders, in her view, should recognize the necessity of flux and change and foster willingness to face the challenges of change and disequilibrium.

This view is directly linked to the concept of visionary leadership. Mason (1991) states that effective leadership incorporates a positive vision of the potential of adult continuing education as well as the importance of inculcating dreams and a comprehensive vision into the leadership process. Visionary leadership is less focused on such issues as job descriptions and lines of authority than upon maximization of employees' potential for achievement and leadership (Mason, 1991). It positions employees as direct stakeholders in the success or failure of the organization, and argues that the true leader will work to bring out the leadership potential of all employees.

Nanus (1992) agrees with this concept of visionary leadership. He argues that we live in a world that changes rapidly, a world that is increasingly characterized by instability and new demands. Revising the vision that establishes organizational goals and objectives becomes a critical task for the leader, who is charged with the following tasks (Nanus, 1992): (a) include subordinates in the leadership/managerial process; (b) recognize and eliminate organizational inertia; (c) reduce the possibility of unpleasant surprises as tasks are performed and objectives are addressed; (d) avoid organizational or cultural isolation; (e) avoid a preoccupation with the organizational bottom line; and (f) act flexibly and remain patient in implementing or modifying visions.

Harper (1991) stated that organizations of the future will succeed only to the extent that they are led by executives who have the vision to see new opportunities and the ability to strategically position their organizations to harvest those opportunities. He argues that visionary thinking (and visionary leadership) are characterized as the process whereby leaders are encouraged to extend their time horizons beyond a typical five-year planning cycle, and to focus on conceptual rather than technical issues. Other aspects of visionary leadership include a recognition that all members of an organization are citizens of that organization, with a vested stake in securing organizational goals and objectives (Schnake, Dumler, & Cochran, 1993). Effective visionary leaders are, therefore, those who empower their employees and subordinates to invest in the organization and its vision.

Empowerment and Stewardship

Block (1987; 1993) has described a new approach to leadership which focuses on the issues of empowerment and stewardship. Empowerment, according to Block (1987), is a process by means of which managers (and leaders) acquire the skills and attributes necessary to lead and manage effectively, while simultaneously enabling subordinates to achieve a proper balance between dependency and autonomy. Block (1987) argues that the basic patriarchal contract which has guided managers, stresses high levels of managerial control, a reverence for external authority, the willingness to make sacrifices for the good of the organization, and therefore fosters dependency as opposed to autonomy. Empowering managers and workers, on the other hand, facilitates productivity through ensuring that workers at all levels will perceive themselves as stakeholders in the organization and, therefore, will be responsible for goal and objective achievement. Further, Block (1987) believes that contemporary managers become architects of the organization within which they function, assisting in establishing its vision and defining its path toward that vision.

Block (1993) also believes that stewardship is now an important aspect of leadership. Stewardship involves choosing service over self-interest and a redistribution of power that fosters partnership rather than emphasizing control from the top down. He argues that the doing of work should be integrated with the management of work; in his view, all workers are, to some degree, managers, and as such should be aided in developing skills and abilities that will ultimately benefit both the organization and the individual. Stewardship incorporates a recognition that workers must be accountable for their actions. It argues that empowered

workers will accept this responsibility as an adjunct of their changed status within the organization.

Block (1987; 1993) has presented a number of ideas regarding leadership in contemporary organizations that are particularly relevant in the present context. Community colleges, for example, are service organizations. Stewardship, therefore, which focuses on a commitment to service, is directly related to this type of organization. Similarly, Block (1987) believes that managers and workers must be empowered to act independently and without over-reliance on the traditional patriarchal contract of organization control and management. Training programs like that of OILD also stress empowerment of participants as a means of fostering autonomy and increasing both organizational productivity and personal job satisfaction.

Senge's Idea of the Learning Organization

Like Block (1993), Peter Senge (1990) believes that the contemporary organization must change many of its traditional processes and policies in order to respond to a new environment. Senge (1990) believes that learning organizations are those organizations in which people are allowed to expand their horizons and those of the organization by continually learning about new modes of thinking that can help them achieve the results they desire for themselves and their organizations. Implicit in his theory of such organizations is the belief that virtually all workers possess the ability to become leaders and to serve as incentives to achievement. Senge (1990) also argued that learning organizations reduce competition between

managers and line staff, and thereby foster individual as well as organizational advancement.

In the present context, Senge's (1990) theories are significant in that they recognize the inherent leadership potential of most workers, and further because they focus on the creation of organizations that are continually in a state of growth and development. Such organizations, which Senge (1990) claims are continually learning, are ideal loci for leadership training activities. Literature regarding the community college indicates it is a learning organization where workers are encouraged and expected to develop their own capacity for growth (Vaughan, 1989).

Covey and Self-Assessment

Stephen Covey (1992) has advanced a theory of managerial leadership in which the willingness and the ability of leaders to continually assess and analyze their own attitudes, behaviors, and styles is regarded as paramount. The ideal organization culture described by Covey (1992) is that of an oasis, in which employees are motivated to develop desirable personal characteristics and interpersonal relations that are governed by principles. In the more typical organizational culture, antagonism, protectionism, legalism, and political turmoil are characteristics that Covey (1992) regards as inhibiting the development of leaders.

Covey (1992) believes that leadership in the ideal oasis culture requires a natural, systematic, step-by-step approach that encourages continuous and constructive evaluation from managers. In light of the fact that most contemporary organizations are continually in a state of flux, Covey (1992) recommends that four principles of change must be addressed by leaders. These principles are trust,

trustworthiness, alignment, and empowerment. Covey (1992) states that effective contemporary managers and leaders incorporate these principles into their daily activities and actions. Total quality management involves, says Covey (1992), investing time and energy into assisting workers to develop their own leadership skills and interests. This approach to leadership creates win-win situations, reduces rivalries, and fosters cooperation between workers, and between workers and managers.

In the present study, Covey's (1992) ideas are significant in that they reflect a sense of the organization recognizing that it has a central focus that must be addressed by all members. To achieve organizational goals, it then becomes necessary for all members of the organization to acquire leadership skills and the desire to function as leaders.

Gardner on Self-Motivation

John Gardner (1992) has stated that one of the key elements in effective leadership in the contemporary organization is the ability to become self-motivating. He believes that self-complacency is one of the primary dangers facing most middle-level executives and managers, and that for most workers this failure to find inspiration for achievement is a significant inhibitor of professional progress. Gardner (1992) stresses the importance of finding meaningful challenges in the work setting — and in the content of one's work as well — that can foster renewed commitment to and interest in performance. From the perspective of leadership theory, Gardner's (1992) ideas offer a new focus on personal responsibility.

FEMININE LEADERSHIP STYLE

This overview of the various major theories of leadership must be understood as having emerged as a consequence of empirical and qualitative studies of leaders who were, for the most part, male. In recent years, organizational and behavioral researchers have come to a new understanding of the importance gender can be as a determinant of leadership style and approach. The following section of this chapter will discuss the theories of what constitutes or distinguishes a feminine leadership style.

Traditionally, it has been argued that women do not generally project images of leadership because they are not socialized to be comfortable with power, and that, in any event, they are not possessed of the same degree of driving ambition as men do in order to reach the top (Hess, Markson, & Stein, 1988). These beliefs take male achievement as the norm against which women are seen to fall short because of their own failures or basic nature. In contrast to these views, most recent research on power inequality in both political and organizational settings has examined social structural variables such as informal networks, the sex ratio of the work place, information channels, support from superiors, flexible work schedules, and the availability of child care (Hess, Markson, & Stein, 1988).

Power inequality aside, the question of whether or not these and other variables combine to establish a uniquely feminine style of leadership remains one of some significance. Gurman and Long (1992) have stated that the influence of sex-role stereotyping on women is such that as women move into leadership and/or managerial positions, they often encounter difficulties in learning to employ power

and authority in pursuit of organizational success. Women leaders, they suggest, perceive leadership as a supportive rather than dominating function. Women are generally more likely to personalize relationships with subordinates than their male counterparts. They focus more on developing functional structures in which subordinates can succeed than upon obtaining personal power and prestige through the exercise of power and authority.

Chapman and Luthans (1975) produced an early comparison of the differences between masculine and feminine styles of leadership in which they concluded that there are no substantive differences between the two genders with respect to leadership styles, but significant differences with respect to leadership behaviors. These authors suggest that by viewing leadership as an influence system consisting of the leader, the group, and the situation, the problem of looking only as individual leadership differences attributable to sex can be avoided.

Powell, Butterfield, and Mainiero (1981) also studied this issue, and found that sex-role identity, rather than sex, does in fact predict style of leadership. They further found a positive association between task orientation and masculinity. Similar results were reported by Korabik (1982), who found that sex role orientation (SRO) can be either masculine or feminine. She further found that a masculine SRO was significantly related to an initiating structure leadership behavior, while a feminine SRO correlated with consideration and support of staff. Both SROs are, however, independent of sex.

Jago and Vroom (1982) identified a number of key stylistic elements found in the leadership behavior of a sample of 161 female and 322 male student leaders.

They found, for example, that females were more participative in leadership style than males, that the behavior of women was in greater agreement with the prescriptions of a normative model of decision-making than that of males, and that women tended to approach management and leadership as a participative rather than autocratic function. The study also found that women who managed autocratically — or were perceived to manage or lead in this style — were less positively perceived than either males who used this style or females who were participative in their approach to leadership.

Rojahn and Willemsen (1994) tested the gender role congruency hypothesis which states that women are more favorably received as leaders or managers when they behave in a feminine rather than a masculine mode. The feminine leadership mode is generally highly participative and less authoritarian than that of their male counterparts. They found that the gender role congruency hypothesis was supported by responses from the male subjects participating in their study, but rejected by female participants. Males, they found, tended to judge both men and women leaders unfavorably when gender role incongruency was perceived to exist; women, on the other hand, found that socio-emotional leaders of both genders were as effective as task-oriented leaders regarding completion of tasks and that female leaders were more effective in terms of establishing and maintaining group morale and likability than their male counterparts.

Griffin (1992) also focused on the differences between male and female leaders with respect to authoritarian versus participative leadership style. She found that male leaders were rated more positively when they behaved in a manner

perceived as authoritarian, while females were rated more positively when they acted participatively; leaders in general were regarded more affirmatively when they used a leadership style perceived as typical of and consistent with their gender.

Funk (1988) also examined this issue, concluding that successful female leaders and managers tend to promote teamwork and employee commitment through the use of motivation techniques, goal orientation, fair and equitable employee management policy and practice, delegation of authority, and participative decision-making. She also found that highly successful upper-level women leaders motivate employee performance and achievement by using praise, consensus, and advancement. These women were assertive rather than aggressive, and tended to take limited and relatively cautious risks. They regarded goals rather than tasks as of paramount importance.

Sargeant (1978) also studied this issue, finding that female leaders employ a social-emotional leadership style rather than a task-orientation, as do most men in similar positions of authority. Loden (1986) stated that women leaders are more likely than males to recognize the importance of long-range goal development, to favor cooperation over competition, to prefer teams to hierarchical work groups, to deal more personally with employees, to rely more on intuition in problem-solving, and to prefer a win-win approach to conflict resolution. Loden (1986) also strongly reinforced the importance of moving women into public and private sector leadership positions to provide a necessary and vital balance to male styles of management.

Heller (1979) and Miller (1979) both examined variations in situational leadership styles among male and female leaders. In two separate but similar dissertations, these authors concluded that women as leaders tend to be more goal than task-oriented, more supportive of and responsive to subordinates than men, and more likely to engage in participative decision-making and to delegate authority than men. They found that the feminine approach to leadership focused on the creation of work groups that were dedicated to organizational achievement and well-integrated into functional work units.

An article in *Lear's Magazine* (1993) stated that the new feminine leadership models have been recognized as highly effective, particularly within specific organizational cultures and environments. Women, according to the article, perceive leadership as a coordination function and not primarily, exclusively, or even essentially as an authoritative function. This is not meant to suggest that women in leadership positions are hesitant about employing authority or using power to achieve organizational or personal goals. Bartold and Butterfield (1976) studied this issue, and found that effective women leaders (in upper-level executive positions at both public and private sector organizations) are as capable as their male counterparts in this regard. However, females are more likely than males to create organizational structures which reduce conflict and minimize the necessity for implementing unilateral power.

What emerges from this assessment of the literature regarding the existence and nature of a uniquely feminine leadership style is a recognition that such a style does exist, has been identified and described, and is an effective approach to

leadership. The key elements in this style include the tendency of women leaders to encourage participative decision-making, the propensity to create supportive work environments and structures, and to favor cooperation over competition as a means of reducing conflict and achieving goals. Women also, it would appear, are more goal rather than task-oriented as leaders than many men are, and are more willing to delegate authority and power than men in similar leadership positions.

Table 1 lists the predominant characteristics of the feminine leadership style as identified in the literature. These characteristics can and are present in both male and female leaders who subscribe to a feminine leadership style.

TABLE 1

CHARACTERISTICS OF FEMININE LEADERSHIP STYLE

- Long-Range Goal Development
- Cooperation, Over Competition
- Participative Decision-Making
- Consensus Decision-Making
- Promotes Teamwork
- Extensive Use of Motivation Techniques
- Socio-Emotional Orientation
- Use of Intuition to Solve Problems
- Personalizes Relations With Staff
- Supportive of Staff Activity/Not Authoritarian

The next section of this chapter describes the theories and programs focused on the question of how women workers are empowered and trained to function as effective leaders.

EMPOWERING AND TRAINING WOMEN TO LEAD

Kouzes and Posner (1990) have described exemplary leadership as consisting of five key leadership practices. These are: (a) challenging the process by means of which the organization gets things done; (b) inspiring a shared vision and communicating that vision; (c) enabling others to act and fostering collaborative efforts; (d) modeling the way to success; and (e) encouraging the heart (of others) by acknowledging the accomplishments of others. Each of these elements could also be contained in a manual describing how women are empowered to assume leadership roles at the work place.

Komives (1994) contends that empowerment is a process by means of which individuals or groups are aided in developing their innate potential for self-fulfillment. In recent years, empowerment has been used to describe the politicization of minority groups and women. It has also been used as well as the development of more responsive education and training programs that have as their purpose the creation of competent, motivated, and ultimately successful generations of new leaders and achievers. While empowerment may, in some instances, be an overused term that lacks meaningful connotative substance, the processes that underpin the concept remain valid.

Empowerment is meaningful when it is used to describe processes that work to reverse the effects of socialization or other cultural forces that impose limits upon individual or group achievement, progress, or opportunity realization (Hess, Markson, & Stein, 1988). It is meaningful when it is used in conjunction with activities that are clearly designed to inculcate new attitudes, teach new skills and

techniques for achievement, and enable others to act in ways that will be beneficial to the self and the target population (Komives, 1994). The goal of any program designed to empower participants is invariably focused on challenging the status quo or challenging established political, social, or organizational values, mores, or norms. In the context of the present discussion, empowering women to assume leadership roles in the community college environment and work setting is of importance.

Numerous studies have focused on the questions of how women in the work place can be empowered to lead and trained to become effective leaders. Lipman-Olman (1992) described one such training model, an integrative leadership model for women known as Connective Leadership (CL). This approach combines the traditional masculine American ego-ideal with additional female role behaviors more appropriate for an interdependent world. It emphasizes connecting individuals to their own, as well as others' tasks and ego drives. According to this model, females training to assume leadership roles in the formal or informal organization need to learn to capitalize upon those personality or behavioral characteristics that are linked to motivating and supporting staff performance. Women also need to be empowered by such programs to recognize the situational usefulness of and necessity for the implementation of power, expressed as punishments as well as rewards.

Offermann (1992) in a fairly doctrinaire approach, compared male and female college leaders. She pointed out that successful women leaders are those who obtain vicarious satisfaction through assisting others to reach their goals and from exerting influence on goal achievement through the use of their own leadership position and its corresponding power and authority. She recommended that

leadership training for women should include a focus on enhancement of inherent behavioral attitudes and characteristics, rather than upon training to emulate the leadership styles or traits of men. She argued that because women lead differently — and even conceptualize and subsequently approach the task of leading differently — female leadership programs must not attempt to teach traditional leadership models; rather, they should focus on developing female skills and innate abilities.

Interestingly, this attitude is also reflected by the seminars, workshops, and other learning experiences offered under the umbrella of the National Institute for Leadership Development (NILD) in Phoenix, Arizona. A recent publication of the NILD described the theoretical orientation of NILD as follows: NILD held that "the concepts for different leadership styles should be recognized, that leaders need not compete to excel, and that leaders are more effective when they support and recognize others." Edwards (1992) also found that this was the case. In his description of the Kentucky Leadership Academy Model, he argued that leadership is fostered (in men and women) not by forcing behavioral and attitudinal changes antithetical to basic character and personality, but through enhancement of existing behaviors and attitudes that can be linked to the ability to motivate others while serving as a role model.

Eaton (1984), while noting that women in the work place continue to experience isolation, stress, and a lack of power, argued that women who become effective leaders combine management and leadership traits in a variety of ways. Further, she believes that while effective management and effective leadership consist of different attributes and functions, both functions are intimately related

and are often inseparable. Thus, she argues, empowerment and leadership training programs for women must incorporate elements of sound management practice as part of the central focus of program curriculum.

Desjardins (1989) believes that the authoritarianism inherent in traditional masculine leadership styles is not comfortable for female leaders and managers. She believes that this is a major factor in the failure of many qualified and highly competent women (particularly community college women) to apply for upper level executive positions. Gilligan (1982), following the path paved by Lawrence Kohlberg in his work on moral development, states that women who are leaders are oriented toward caring and nurturing, and that they place relationships along a continuum of attachment-detachment, valuing intimacy in interactions with others. This world view is a critical feature of any training for women leaders. Programs that succeed in empowering women are those programs that recognize the ideological orientation of women.

Desjardins (1989) also states that the leadership trend now developing around the country — a trend that emphasizes the importance of training women for leadership positions and capitalizing upon the unique talents and skills of women — is toward a horizontal model of leadership that values people within the organization. Among the new models for training and empowering women leaders, particularly within the framework of the community college, are various mentoring programs in which potential leaders are provided with support, assistance, and formal as well as informal role modeling by established leaders (Hinds & Sprague, 1987). Deese and McCay (1991) have described the actual implementation of such

a program in the North Carolina Community College system, and have stated that through mentoring, future leaders are provided with the support they need to recognize their own potentials and to assert their own career goals more affirmatively.

Mentoring is of particular importance in that it assists women in overcoming or coping with the stresses inherent in the work place and, more specifically, the stresses that are associated with career advancement and leadership. Women, according to Hess, Markson, and Stein (1988), are still largely responsible for child care and other home responsibilities when they are married or when children are in the home. These responsibilities often conflict with career and work demands, creating stress for women workers that is often unavoidable. Similarly, women who work and pursue careers that are directed toward executive level management are also subjected to the inherent stresses of the work place. While women may tend to focus on collaboration rather than competition, competition for these positions is nevertheless a factor in their lives (Hess, Markson, & Stein, 1988). For many women, the native difficulties of career enhancement are further complicated by the fact that some work environments are only gradually becoming accepting of women in managerial positions. Gender segregation, on campus as well as in the private sector, becomes a critical stress for many women who opt to pursue nontraditional work roles or professions (Jacobs, 1994). Social and structural barriers that inhibit the advancement of women remain in place, even on campuses where enormous efforts have been made to eliminate or mitigate those barriers. Professional isolation, glass ceilings, sexual harassment, and other road blocks are other sources

of stress for women who choose to pursue leadership roles in the work place. Jacobs (1994) has stated that because of the continued presence of these barriers, greater effort must be made to develop educational and training vehicles, in college and in the work place, to foster women's professional and leadership development.

The question of how women who work respond to or cope with the various stresses that impact upon their professional and personal lives is one of great significance in the present context. Stake (1981) pointed out that women who are in leadership or managerial positions are often more closely scrutinized than their male counterparts to determine whether or not they are able to cope with the stressful aspects of the position. Desjardins (1989) believes that women who wish to be leaders in their fields should study the female role models that are available to them, and take direction from those women, particularly with respect to such issues as stress management. Most important is the recognition that women no longer need to emulate the traditional leadership styles of males in order to succeed. Desjardins (1989) and Gilligan (1982) have both observed that the new leadership style focuses on connectedness and caring, attributes that are typical of the feminine leadership style, and needed for all leaders, males and females alike.

This section of the literature review has provided an overview of the central trends in leadership and empowerment training for women. Further description of the elements of the Oregon Institute for Leadership Development (OILD) program will be provided in the two following chapters. Additionally, as the results of the empirical portion of the project are presented and discussed, comparisons of the components of the OILD program and others will also be offered.

WOMEN AND COMMUNITY COLLEGES

Desjardins (1989) has stated that it is only recently that women have, in large numbers, moved into visible leadership positions in a variety of areas, including higher education. In her analysis of a study of community college presidents, Desjardins (1989) stated that the community college is the ideal setting for the training and empowerment of women leaders. Eaton (1984) had earlier made a similar point. Community colleges, said Eaton (1984), tend to serve a predominately female student body. Further, community colleges serve more blacks and Hispanics (male and female alike) than any other area of higher education. Because of this, community colleges have been urged to take a prominent role in assuming responsibility for improving the quality of education offered to these groups through enhancing curriculum and educational experiences and fostering continuing education for these groups. Diversity of participation, in terms of both student body and staff, is therefore a highly desirable goal for such institutions.

Eaton (1984) argued that it is important to bring more women into leadership positions within the framework of the community college for several reasons. First, at the time that her article was written in 1984, there were only 50 female chief executive officers in public two-year community colleges; the representation of women on accrediting and oversight boards was also limited, with only 5 women among the 33-member board of the American Association of Community and Junior Colleges and 10 of 25 trustees of the Association of Community Colleges Trustees board. With about 92,000 women instructors and/or professors in the community college setting, as compared to about 142,000 men, it was then apparent that women

were under-represented in community college executive offices (Eaton, 1984). Eaton (1984) argued that if community colleges are to become more diversified and better able to serve the changing needs of a student body, it is equally important that the leadership presence of women and minorities in such institutions be enlarged to increase the similarities between key decision makers and those most directly affected by management decisions.

Since the publication of Eaton's article in 1984, some significant advances have been made by women in executive positions in community colleges. Hendley (1992) pointed out that while there were 72 women CEOs in two-year colleges and 32 in four-year colleges in 1984, by 1992 these totals had risen to 106 in two-year and 58 in four-year colleges. Many of these women had been participants in NILD workshops. Fifty-two such participants had gone on, by 1992, to become college presidents and several more were then finalists for presidential vacancies that were to be filled. In addition, as Hendley (1992) stated, of the 2,300 or so women who participated in NILD programs, 500 had advanced to the vice-presidential and dean levels in their community colleges; these women represent the future of the community college system in this country.

NILD training is directly and positively linked to community college leadership and women's professional advancement in this environment. It is anticipated that by the early years of the next century, NILD female participants will have achieved numerical parity with their male counterparts in executive level community college administration (Hendley, 1992). The women who attend these workshops, said Hendley (1992), serve as role models and mentors for female staff

at their community colleges and demonstrate that women have both the potential and the opportunity for professional advancement in this field.

Ginn (1989) discussed the importance of welcoming and sponsoring women and other minorities into leadership positions in the educational arena. She contends that the current inequality with respect to the representation of both women and other minority groups in these positions is a consequence of historical and societal patterns in the field of education that have determined the constraints that women and other minorities have faced when entering school administration. Programs developed in the 1970s, many of which were forerunners for leadership training workshops such as those offered by NILD and OILD, were focused on developing both network support systems for women seeking leadership positions in education and to combat the barriers that inhibited women's professional advancement in the field.

Ginn (1989) described the previously mentioned programs as having highly specific outcome goals and objectives. Among those goals and objectives are: (a) to increase the population of women administrators at all educational levels, but particularly at the community and four-year college levels; (b) to heighten awareness among school boards trustees and superintendents as to the importance of an enhanced presence of women and minorities in these administrative and executive capacities; (c) to develop women-oriented graduate and post-graduate training models; (d) to help locate jobs for participants in such programs; (e) to enlighten prospective female and minority administrators in organizational behavior, sex roles and socialization, and personal leadership roles and styles.

Ginn (1989) further recommended that community colleges and other educational institutions must evaluate and update administrative training and administrators' roles to ensure continuous growth for a future where both men and women, and members of minority groups, are perceived as capable of functioning as educational leaders. She also urged that female community college and four-year college female leaders should work to become more visible and accessible to other women, serving as mentors, role models, and a source of inspiration to other women pursuing executive and administrative careers in this field.

Kathryn Whitaker and Kenneth Lane (1990) examined several issues related to gender discrimination in education. They focused on the question of what is a woman's place in educational administration. They found that gender discrimination still inhibits women's professional advancement in public educational institutions. They recommended that change can be fostered if women in leadership positions serve their female colleagues as mentors and role models, actively engage in the development of other women's leadership potential, and work toward the elimination of those barriers to women's professional advancement in educational administration. Further, they suggested that colleges and universities can play a seminal role in this process by actively encouraging women and minorities, through recruitment and other affirmative action activities, to pursue advanced degrees (as well as other educational and training opportunities) in administrator training programs. Thus, the importance of the community college and the university as a locus for fostering social change is made clear.

Farashid (1993), in a doctoral dissertation addressing issues related to the relative scarcity of female academic department heads in two and four-year colleges, stated that there is still a bias against placing women in these positions because of an invalid perception that women do not possess the traditional, authoritarian leadership styles of most men. While women are more likely to be found at the departmental administrative level in two-year than four-year colleges, they are still generally under-represented in community colleges (particularly in light of the overwhelmingly female demographics of the student body). Farashid (1993) compared a large sample of male and female academic department heads with respect to such issues as leadership style, budgetary and program management, staff relationships, and other related issues. She found that few significant differences between men and women emerged, and that with respect to leadership competencies, both groups of subjects were about evenly matched. Thus, she contends, the stereotype of women as less effective leaders in such positions is invalid.

Thomas (1993) also examined gender and the perception of community college presidents' leadership in her doctoral dissertation. Using open-ended interviews to determine the perceptions of the relationship between gender and presidential effectiveness, she interviewed 100 individuals (including trustees, faculty, and administrative and clerical staff) at 10 California community colleges, pairing 5 institutions with male presidents with an additional 5 institutions with female CEOs. She found that there is a difference in expectations of male and female community college presidents when they are first appointed, but that over time,

stereotypical biases are superseded by a more realistic evaluation of the individual's skills and abilities. The stereotypical biases identified in this study were that women are not able to make strong, independent decisions and that they are more likely to base decisions on emotion rather than logic. Women respondents felt that errors and weaknesses were more readily tolerated in male than female presidents. Thomas (1993) also found that presidential leadership did not fall into gender patterns, but women were more likely to have a participatory style than their male counterparts. The most successful community college CEOs, she found, tended to display a combination of masculine and feminine leadership traits and behaviors.

Thomas (1993) also found that female community college presidents were more likely to perceive their role as inclusive of mentoring potential women leaders, serving as role models and inspiration for such potential leaders, and to regard the community college as an ideal locus for the active recruitment and training of future female or minority leaders than men. Similar findings were also reported by Jablonski (1992), who examined the leadership styles of women college presidents in primarily four year schools and concluded that women college presidents are more oriented toward participatory management and leadership than males, and more generally concerned with fostering the advancement of other women in this profession.

Jablonski (1992) found that faculty perceptions of the effectiveness of female college CEOs were linked to such issues as gender of respondents and perceptions of the relative merits of masculine versus feminine styles of leadership. Again, she also found that while initial perceptions of women's effectiveness in executive

positions in the college setting tended to stress the supposed inability of women to make decisions logically as opposed to emotionally, over time these biases tended to fade and to be replaced by approbation of the women executive.

Carpeno (1976) examined this topic in an earlier doctoral dissertation. Studying expectations of male/female leadership styles in an educational setting, she found few significant differences between staff or faculty perceptions of the managerial or leadership effectiveness of male and female public school principals, community and four-year college presidents, and academic department heads. Initial stereotypes which indicated that women lacked the independence and authority necessary for effective educational leadership dissipated over time and as a consequence of increased familiarity with female leaders.

Based upon these observations, the comments of George B. Vaughan (1989) regarding the changing nature of community college leadership are particularly apt. Vaughan (1989) has assessed the current status of the American community college with respect to several distinct issues, including the shifts in leadership from a male-dominated population to one in which increasing numbers of women and members of other minority groups are becoming visible. It is his belief that this transition is both necessary and beneficial. He believes that new leaders and new leadership approaches are important as a spur to greater diversity in the student body, and in the professional as well as clerical and supportive staff.

Vaughan (1989) regards the community college as having a major role to play in the creation of social systems that are responsive to emerging needs and ideas. Unlike private or even most large public four-year colleges and universities,

community colleges serve as microcosmic mirrors of local communities, reflecting the demographic nature of those communities and (ideally) meet the educational and training needs of local residents. As institutions that serve the public, community colleges must take a lead role in fostering desirable social changes. Aggressive recruitment of women and minorities for leadership and other positions in such institutions is a key ingredient in the potential for success that these institutions possess.

Further, Vaughan (1989) recommended that community colleges should serve as empowerment and training centers for a variety of interest groups and populations. These institutions, he pointed out, possess the facilities for such activities as well as the professional staff needed to implement training programs for adult learners. Gillett-Karam (1991) also studied the question of diversity on the community college campus, and made a particularly strong case for a greater emphasis on the active recruitment and training of new administrators, department heads, and CEOs from the pool of women and minorities who are ready and competent to fill such positions. Again, the community college, because of its unique structure and function (as well as its relationship to the community that it serves), should be the center for such activities.

Shaw (1989) described the importance of identifying new leaders for a new century. She also argued that it is the proper task of the educational institutions of this country to actively participate in this leadership development and training process. Deese and McKay (1991), in their examination of one community college system's response to this mandate, pointed out colleges that offer training and

empowerment opportunities to women have a readily available pool of new leaders — a pool consisting of students, staff, faculty, and established middle managers. Locating leadership training programs and institutes, in both the physical and ideological senses, on community college campuses is a logical extension of the functions of these institutions, which serve a variety of needs in addition to that of providing affordable, timely, and accessible education.

Roueche (1993) agrees with this approach to leadership training activities. Community colleges, he contends, can serve as models for transformational change throughout American society. They possess the physical and human resources needed to achieve this shift in direction and are already deeply involved in the process of fostering social changes. Many community colleges have, at this time, basic leadership and/or empowerment programs in place. What is now needed is a more complete evaluation of those programs and their outcomes, as well as implementation of locally-focused programs in more sites nationwide.

The community college, therefore, emerges as a proper locus for leadership training programs. This section of the literature review has drawn upon some of the more affirmative studies of the community college as a center for change with respect to the empowerment of women and members of other minority groups.

CONCLUSION

This chapter reviewed, in some detail, the literature that is relevant to the identification and assessment of the key elements involved in a community college women's leadership program that enhances the development of women's leadership

skills. It also presented an overview of traditional leadership theory, as well as an explication of what is encompassed in a feminine leadership style.

The review also included a discussion of how women can be empowered and trained to assume leadership roles in education and throughout the work place. The review concluded with an analysis of the role played by community colleges in fostering the advancement of women and other minorities into leadership positions.

In general, that latter style can be characterized as participatory rather than authoritarian in nature, and generally supportive and nurturing of the aspirations of others; simultaneously, it is collaborative rather than competitive.

Chapter III explains the methodology utilized in this study. Chapter IV presents the results of the survey conducted by the researcher as the second component of this thesis project. Chapter V offers recommendations, conclusions, and a general summary of the project.

CHAPTER III

METHODOLOGY

SURVEY DESIGN

The research undertaken in this study emerged from a review of the relevant literature, a preliminary field study completed by the researcher in the Spring of 1993, and the experiences of the researcher as director and developer of the Oregon Institute for Leadership Development (OILD). Each of these components contributed to the development of survey instruments that were used to obtain assessment data from OILD participants and from participants' work site administrators and supervisors. Two survey instruments were developed. These two surveys are included as Appendix A and Appendix B. The first was addressed to individuals who had personally participated in OILD. The second was directed to their community college work site supervisors. Each survey sought to capture information regarding the respondents' opinions about and attitude toward the content of the OILD. Additionally, they elicited information regarding the nature of the feminine leadership style as well as the relevance and value of the OILD experience.

Subjects agreeing to participate were mailed surveys with return stamped, addressed envelopes enclosed. Following completion of the surveys, data analysis was undertaken to compile and assess the results of the survey.

SELECTION OF SUBJECTS

Because OILD has had a relatively short life, the pool of possible subjects who had previously participated in OILD was limited. A total of 56 such former participants, who had been a part of either the 1992, 1993, or 1994 OILD program, were contacted and asked to become involved in this assessment of their OILD experiences and the consequences of those experiences. It was anticipated that fewer than 56 respondents would be identified and/or agree to participate, largely as a consequence of such factors as job and residence changes, career shifts, or general attrition. The total number of respondents returning surveys was 48 out of 56 institute participants and 36 out of 56 work place supervisors. Supervisors that returned a survey also had surveys returned by their employees/participants. There was no attempt to correlate responses between these participants and their supervisors.

The limited number of OILD participants prevented randomization of subject selection. Similarly, because it was necessary to match supervisors to participants in order to compare and contrast their views on the effectiveness of OILD and its curricular content, the second group was not selected randomly. At the same time, however, because participants in OILD are drawn from many departments, divisions, units, agencies, and other subunits of the community college where the study was conducted (i.e., Mount Hood Community College in Portland, Oregon), both samples may be described as broad and relatively deep and as typical of the comprehensive community college setting and work environment or structure in the United States.

Participants in both groups reflect the diversity of staff and supervisory functions to be found within the environment of the community college. Subjects in both groups are representative of such disparate departments and functional units as student services, data processing, legal services, academic departments (e.g., mathematics, instructional services), finance/accounting, and administration. The defining characteristics of Oregon community colleges with respect to such variables as its placement in urban and rural areas and specific ethnic and gender demographics are also influential in identifying the subjects in both groups of participants.

DATA COLLECTION

As indicated previously, the data generated by the surveys were collected by the researcher through mailing of the surveys. All OILD participants were, at the time of OILD participation, employed by an Oregon community college, or state community college agency, as were their supervisors. The data collection process took place over a period of several weeks. The researcher made repeated follow-up efforts to acquire the desired sample of 56 subjects in each of the two groups.

DATA ANALYSIS

Though empirical in nature and designed to generate a substantial body of data, the study required only basic statistical analysis. On both surveys, respondents were asked to employ a Likert-type rating scale. The Likert scale is a respected, straightforward scale for conducting surveys which measure attitudes (Bell, 1993).

It asks respondents to agree or disagree with a statement by using a five or seven point range. In this survey, respondents were asked to indicate their level of agreement with several statements using a five point range. The numerical value assigned to responses was:

1 = Strongly Agree

2 = Somewhat Agree

3 = Unsure/Ambivalent

4 = Somewhat Disagree

5 = Strongly Disagree

Computation of the mean rating for each of these items was completed; comparisons of both groups were then created.

Basic demographic data (e.g., age, marital status, job title, length of employment, job history, education) was collected for OILD participants. Similar basic information was elicited from supervisors participating in the survey. These data were analyzed through computation of means, averages, and percentages where applicable.

Each of the two surveys also contained open-ended questions in which respondents were given the opportunity to identify important concerns, questions, and benefits regarding the OILD program and its content, as well as the leadership style of women and other related issues. An attempt was made to highlight key trends in the open-ended responses.

In Chapter IV, these results are presented in tables as appropriate and as indicated by the nature of the data. Again, it is important to note that OILD is

relatively unique (the researcher having identified only one other similar women's community college leadership training program in the United States). This identification and assessment of the key elements involved in a women's leadership program may be a first, in that it could well represent the first formal effort in this area. Subsequent research, conducted with a larger sample and in diverse employment settings could readily incorporate more complex analytical methods.

CONCLUSION

The purpose of this chapter was to describe the key elements of the research methodology and data analysis approach included in the present study. The results of the study are described in detail in Chapter IV. Chapter V presents conclusions, recommendations, and a summary of the entire project.

CHAPTER IV

STUDY RESULTS

INTRODUCTION

The two-part survey of Oregon Institute of Leadership Development (OILD) participants and community college work site supervisors whose staff members attended OILD workshops was completed. The data generated by the surveys were analyzed using basic statistical procedures. This chapter presents the results of both surveys, describing those results in both statistical and narrative terms as applicable.

Initially, the researcher anticipated that the responses provided by the entire group of community college work site supervisors participating in the study would be analyzed as a whole unit. Upon further consideration, and after the preliminary computation of results was completed, the researcher determined that a modification in the original data analysis plan was indicated. Of the 36 community college supervisors responding to the survey, 14 (38.8%) were male, while 22 (61.1%) were female. The researcher decided to compare the responses, with respect to specific items on the survey, of these two sub-groups as a means of further determining attitudes toward the question of whether or not a specifically feminine leadership style is understood to exist. It was decided to investigate whether or not these community college supervisors and leaders believe that programs that stress the elements of such a leadership style are of value. Thus, a new and highly interesting

data set was generated by the present study. These results are described in detail in this chapter.

The first section of the chapter presents the responses of the OILD participants. The second section of the chapter focuses on responses provided by work site supervisors as a group, and again as two groups of male and female supervisors working within the environment of the community college. The chapter concludes with a summary and preview of the contents of the final chapter of the thesis, which will link the survey data to the review of literature contained in Chapter II and present recommendations and conclusions.

OILD PARTICIPANTS' RESPONSES

Demographic Profile of the Sample

The participants in the Oregon Institute for Leadership Development were all female. An examination of the demographic profile of the sample illustrates, however, that gender alone says relatively little about these subjects. The average age of OILD participants responding to the survey, for example, was 43.7 years. This would, viewed superficially, suggest that these potential community college leaders are mature members of the work force. Dividing the group of subjects into subgroups based upon age ranges, however, presents a somewhat different portrait of these respondents. Of the total of 48 respondents whose survey instruments contained complete responses and were, therefore, included in data analysis, 14.6% were between the ages of 27 (the youngest respondent) and 39; 62.5% of the respondents were age 40 to 49, 18.8% aged 50 to 59, and 4.2% (or 2 subjects) were

over 60. Clearly, if these subjects may be regarded as typical of OILD participants, the women who are referred to OILD for leadership training tend to be older than one might expect.

The relative maturity of the respondents is further reflected in their responses to questions regarding their educational experience and achievements. When asked to define their educational achievement level at the time of their participation in OILD, at the present, and their future plans, the information tabulated in Table 2 emerged.

Table 2 illustrates several interesting pieces of information. At the time that these respondents were referred to and participated in OILD, only 4.2% (2 subjects) lacked some type of college experience; 19, or 39.6% of the subjects possessed a BA or BS degree, while an additional 6 or 12.5% held a graduate degree. This suggests that these subjects perceive ongoing education to be of value within the context of their personal and professional development. It further indicates that women who have educational credentials, and work within the setting of the community college, may be more drawn to programs such as that offered by OILD.

Secondly, between the time that the 48 respondents participated in OILD and the time when the survey was performed, 34 subjects (70.8%) gained further education. Similarly, 32 subjects (66.7%) indicated that they have additional plans for educational progress. Most interesting is the fact that of the total survey, nearly one-third of the participants (15) plan to obtain a Masters Degree, while an additional 7 (14.6%) anticipated completing a doctoral program.

TABLE 2

OREGON INSTITUTE OF LEADERSHIP DEVELOPMENT
PARTICIPANTS' EDUCATION LEVEL, ADVANCES, PLANS
($N = 48$)

Level	At Entry	Present	Future Plans
High School only	2 / 04.2%	-	-
1 Year College	3 / 06.2%	1 / 02.1%	-
2 Years College	9 / 18.7%	4 / 08.3%	-
3 Years College	2 / 04.2%	3 / 06.2%	-
AA Degree	6 / 12.5%	7 / 14.6%	8 / 16.7%
BA/BS Degree	19 / 39.6%	14 / 29.2%	1 / 02.1%
MA/MS Degree	6 / 12.5%	13 / 27.1%	15 / 31.3%
MA/MS in Progress	-	1 / 02.1%	-
ABD	1 / 02.1%	1 / 02.1%	-
Ph.D.	-	-	6 / 12.5%
Ed.D. in Progress	-	1 / 02.1%	1 / 02.1%
Professional Course	-	3 / 06.2%	1 / 02.1%

It would be invalid to suggest that these educational gains can only be attributed to the participation of subjects in the OILD program. Subjects were not asked to report on whether or not OILD acted as a spur to educational achievement. However, later in this chapter, the responses of subjects to questions focused on the value of OILD indicate that the program aided participants in enhancing self-esteem, acquiring self-confidence and learning to take new risks and accepting new personal and professional challenges. It is, therefore, possible that some elements of the OILD program were influential in fostering a desire on the

part of these women to pursue advanced degree programs and/or career advances linked to educational gains.

What does emerge from a close reading of the data contained in Table 2 is a recognition that these subjects are, in general, aware of the benefits associated with higher education and the pursuit of undergraduate and graduate level degrees. This may be due, at least in part, to the fact that they all work in an academic environment in which education is regarded as a desirable acquisition and which rewards achievement in this area. Obtaining educational credentials that will help in career advancement is stressed at OILD. Further, the average age of the participants may also be linked to their apparent desire to pursue advanced degrees.

With respect to marital status, about half of the sample (27) were married. Twelve participants (25.0%) stated they were either separated or divorced, while 3 indicated they were single, 1 a widow, and 5 reported that they were living with a friend. Three out of four of the participants reported having a child with an average of 1.8 children per participant. Children ranged in age from 1 to 45 years. A total of 88 children were reported by the subjects, with 44 of the children identified as under the age of 21 (50%). Again, given the average age of the participants, the presence of 44 children above the age of 21 (and 12 children identified as between the ages of 31 and 45) also highlights the relative maturity of the OILD participants.

The survey participants were, according to a survey of their job titles and departmental affiliations, drawn from virtually all divisions, departments, and units found on the campuses of Oregon's community colleges. Medical program instructors, secretaries, program coordinators, student advisors, financial and

budgetary administrators, and other job classifications were represented in the sample. This suggests that the OILD program draws from the breadth of the entire community college system. It may indicate that leaders are needed and valued without reference to departmental affiliation or job title. Many (45.7%) of the subjects stated that they had held more than one position within the framework of the community college system, and most, again (57.2%), stated that they had previous work experience before becoming a member of a community college work force. Again, this tends to reinforce the profile of these women as more mature than may have been anticipated and more experienced with respect to the work environment than younger women.

When the subjects were asked to describe their short and long-term career plans and goals, responses were varied. Older subjects tended to indicate that they were generally content with their present position and anticipating retirement within the foreseeable future. Subjects in the middle and lower age ranges stated that they hoped to move into middle or upper-level management particularly after completing an in-progress or planned degree program. Many (34.3%) indicated that they hoped to remain in the community college setting, either at their present community college or at another school.

The composite profile of OILD participants that emerges from an analysis of this demographic data indicates that these women are established members of the work force with an appreciation of and dedication to the benefits of advanced college education and degree acquisition. As noted above, it is perhaps understandable that this latter quality would be evident, given the nature of the

work place itself and the educational mission of community colleges. More significantly, the picture of these OILD participants is one of women who are involved in their work and careers, and interested in furthering those careers. Further information about the respondents and their defining elements and attitudes is discussed in following sections of this chapter.

Attitudes and Issues

The second section of the survey instrument contained 20 statements to which subjects gave a numerical response indicative of level of agreement. Responses ranged from a rating of 1, indicating strong agreement with the statement, to 5, indicating strong disagreement with the statement. Four categories of statements were incorporated into this section of the survey. The first focused on attitudes toward OILD itself and responses to participation in OILD programming. The average ratings for each of the items in this category are presented in Table 3.

The five statements listed in Table 3 solicited the attitudes of respondents toward the usefulness and relationship of OILD and its programs to community college leadership. Given that a rating of 1 indicates that subjects strongly agree and 2 that they somewhat agree with the statement, it appears that subjects are generally in agreement with the idea that OILD participation is an indicator that one possesses leadership ability (a rating of 1.58). They are slightly less convinced that being selected to participate in OILD (a rating of 1.81) is an indication that supervisors have this perception of the subject's leadership potential.

TABLE 3

SURVEY OF PARTICIPANTS' ATTITUDES TOWARD THE OREGON
INSTITUTE OF LEADERSHIP DEVELOPMENT
($N = 48$)

Statement	Rating
1. OILD provided me with necessary information about becoming a community college leader.	1.85
2. Participation in OILD had a positive effect upon my career as a woman employed by a community college.	1.60
3. OILD participation represents a positive sign of my potential as a community college leader.	1.58
4. Being selected to participate in OILD indicates that I have leadership potential.	1.81
5. The OILD training workshops are relevant to my job at the community college.	1.67

The second category of statements was focused on the perceived personal and professional benefits of participation in OILD programming. Four items were included in this category. Table 4 presents subjects' responses and average ratings on the 5-point Likert-type scale employed in this section of the survey.

The statements in this category were, with one exception, given extremely positive ratings by the responders. Almost 100% of the participants gave a strongly agree rating to the statement regarding recommendation of OILD to other women. Only 1 participant of the total sample indicated that she only somewhat agreed with this statement. Networking with other women possessing leadership potential was also a virtually universal, positive, benefit of OILD. The open-ended questions

TABLE 4

PERCEIVED BENEFITS OF PARTICIPATING IN THE OREGON
INSTITUTE OF LEADERSHIP DEVELOPMENT
(N = 48)

Statement	Rating
6. OILD training provides an opportunity to develop network relationships with other women with leadership potential.	1.27
7. The OILD training can assist in increasing self-esteem and self-confidence.	1.21
8. After participating in OILD, my self-esteem and self-confidence increased.	1.65
9. I would recommend OILD participation to other women workers at the community college.	1.15

further reinforced the usefulness of OILD as a network base and of networking in general for women in the community college work setting.

It is interesting that almost all subjects agreed that OILD can assist in increasing participants' self-esteem and self-confidence. These same subjects were slightly less convinced that they had personally experienced this benefit of the program. Participants agreed that after OILD participation, they personally did experience an increase in self-esteem and self-confidence (1.65).

The third category of statements contained in this section of the participant questionnaire, six items in all, addressed various elements of masculine and feminine leadership styles and approaches. It was included to provide a further explication of the review of the literature, which advances the idea that males and females in

leadership positions exhibit significantly different managerial and leadership styles.

Table 5 presents this information.

TABLE 5

OREGON INSTITUTE OF LEADERSHIP DEVELOPMENT
PARTICIPANTS' ATTITUDES TOWARD LEADERSHIP STYLE
(N = 48)

Statement	Rating
10. Women approach leadership at the work site differently than men.	1.31
11. Women as leaders are less authoritarian and more likely to delegate authority than men.	2.23
12. Women as leaders are less likely to be negotiators than men.	2.60
14. Women are often hesitant about pursuing leadership positions and roles.	2.25
18. Male and female leaders approach their tasks in different ways and with different attitudes.	1.50
19. To be successful, women leaders must develop traditional, masculine traits and skills.	4.10

When participants were given the statement: Women approach leadership at the work site differently than men, they strongly agreed (1.31). Item 18 stated it somewhat differently: Male and female leaders approach their tasks in different ways with different attitudes. The participants also strongly agreed with this statement (1.50). This suggests close agreement on the statement's validity and among the respondents regarding the existence of different, gender-based leadership attitudes and approaches.

The subjects somewhat agreed (average rating of 2.23) in item number 11 that women leaders are less authoritarian and more likely to delegate authority than their male counterparts. This belief is to be found throughout the literature, which also suggests that women are more (rather than less, as is presented in statement 12) likely to be negotiators than men.

The survey respondents generally agreed with the statement that women are more hesitant than men when it comes to pursuing leadership opportunities. When asked if they agreed or disagreed with the idea that to be successful, women leaders must develop masculine leadership traits and skills, these survey respondents indicated significant disagreement (4.10) with this concept.

The final category of statements presented to the participants for assessment with respect to level of agreement was focused on the community college as a locus for the participation and advancement of women into leadership roles and positions. Table 6 presents the average ratings for the five items in this category.

The responses provided by participants to these five items are very interesting in that while they believe strongly that developing leadership skills (average rating of 1.29, or strongly agree) can assist in advancing a woman's career in the community college work place, they are less convinced that this particular work setting offers enhanced leadership opportunities for women. The respondents generally agreed with the idea. However there is still hope that community colleges offer unique leadership opportunities for women and that community colleges foster the development of women's leadership skills. They were seemingly unsure as to whether or not women leaders in community colleges have shorter career ladders

TABLE 6

OREGON INSTITUTE OF LEADERSHIP DEVELOPMENT
PARTICIPANTS' VIEWS OF THE COMMUNITY
COLLEGE AND WOMEN LEADERS
(*N* = 48)

Statement	Rating
13. Talented, competent, and well-educated women are less likely to be placed in or promoted to leadership positions than men with similar backgrounds.	2.60
15. Women in leadership positions in the community college setting have shorter career ladders than their male counterparts.	2.44
16. The community college fosters development of women's leadership skills.	2.21
17. Developing leadership skills can improve the career potential of women in community college settings.	1.29
20. The community college setting offers women leaders unique opportunities for career development.	2.10

than males, and as to whether or not women with equal skills, credentials, and experiences as their male counterparts are less likely to be promoted to leadership positions in community colleges. These results are more completely discussed in Chapter V, particularly with reference to the views of male and female community college supervisors (themselves leaders in the work setting) on these issues.

Assessing OILD and Identifying Key Elements

The third and final section of the survey instrument directed to former OILD participants contained open-ended questions. Each item was designed to solicit information from participants that would assist the researcher in evaluating OILD

as a leadership training vehicle and model and identifying the key elements within the program that either facilitate or inhibit the successful completion of its training mission. The responses to question number 7 were tabulated (Would you recommend OILD to a woman colleague?). The remaining questions generated responses from the subjects that did not lend themselves readily to numerical analysis, but which provided for primarily descriptive commentary that captures the essence of the comments provided to the researcher.

Most Valuable Institute Components

The first question in this section of the survey asked respondents to identify the three most valuable components of the OILD program in which they participated. Responses fell into three categories: work-centered elements, personal benefits, and attitudinal influences. In some cases, responses tended to fall into more than one category; this further complicated analysis.

In the first instance on work-centered responses, a substantial number of the respondents (more than 60%) indicated that the program provided an opportunity to become a part of a network of women working within the community college setting as both managers or leaders and staff members. The concept of a female leadership network, identified in the literature review, was embraced by nearly two out of three OILD participants. In addition to the value of OILD as a vehicle for the development or identification of such networks, more than one-third of the respondents (over 35%) stated that the workshop and training sessions assisted them in identifying beneficial and effective leadership and work styles that could be taken back to one's own department and employed to good effect. Other women

indicated that the program contents that focused on work-related issues such as job enhancement and career development were of value to them.

When the women indicated that one of the central benefits of OILD participation was related to attitudinal changes, they again referenced the idea that they had become part of a network of women who shared, by virtue of their gender and their role as members of the community college work force, common concerns, problems, stresses, and ambitions. More than 70% of the participants indicated that the institute was a source of enhanced self-esteem and self-confidence as well as a vehicle for the development of supportive relationships that could assist in meeting career and personal goals. A sense of renewed determination to improve a personal or professional situation as a result of this improved level of self-confidence, and as a result of meeting and learning from women in positions of leadership and authority, was commonplace among these responses.

In addition, these respondents frequently mentioned renewed spirituality or emotional confidence, which some distinguished from self-esteem. One subject, for example, referred to "issues of the heart" as most compelling among the key elements of the OILD program. Another referred to "feeling that if she can do it, I can." Clearly, these respondents felt that some of the elements of the OILD experience that were most beneficial were emotional rather than work-related and were inspirational in nature as well.

Some respondents indicated that among the personal and professional benefits of OILD involvement were such things as having acquired the ability to set realistic and obtainable career goals and objectives. Others described feeling, often

for the first time, that they possessed personal power and the capacity to use that power to improve their personal and professional situations. Empowerment was frequently mentioned as a consequence of OILD participation.

In sum, the critical positive elements identified by these respondents of feminine leadership training tended to replicate the literature in that they stressed networking for support and success, and learning to build self-esteem and self-confidence from within. It also helped to develop a sense of personal power and authority while simultaneously increasing one's own sense of possibilities and opportunities for success. Interestingly, few of the respondents identified any specific program component, speaker, or presentation as most valuable. What emerged from a close reading of these responses was a sense that the intangible components of the OILD program were more memorable and influential in shaping responses than the readily identifiable workshop titles and speakers.

Least Valuable Institute Components

The second question in this open-ended section of the survey asked Oregon Institute of Leadership Development participants to identify the three least valuable components of the program. More than 30% of the respondents failed to provide three negative elements. Several of these respondents indeed indicated that they found little, if any, of the program's contents to be lacking in value or meaning.

Many respondents indicated that the group and panel discussions included in OILD programming were least informative and, therefore, least valuable. Some women commented that hearing the life stories of women leaders prior to their becoming leaders was not as inspirational or beneficial as they had anticipated.

Other women found the discussions centered on leadership style, and leadership differences between males and females, to be less valuable than one might have anticipated. A few respondents indicated that they did not respond positively to discussions that differentiated between male and female leadership styles or to what was perceived as the implication that feminine leadership styles are better than masculine styles.

Interestingly, just as some of the respondents stated that the *Issues of the Heart* segments contained in the program were most valuable, other (and more) respondents stated that the opposite was the case. Some respondents indicated that too much time was allotted to such matters as meals and socialization. This is particularly significant in light of the fact that the overwhelming majority of all respondents stated that having an opportunity to create networks with other women in an informal setting was extremely valuable and beneficial.

Some respondents commented that the logistics of the workshop were problematic. Meeting rooms that were too small, timing of programs, too many/too few stretch or movement breaks and intermissions, poor assignment of roommates, and similar issues related to planning and scheduling were noted as negatives.

The third question in this section of the questionnaire asked participants to identify the three most significant changes in their job situation or attitude brought about by OILD participation. More than one-half of the respondents failed to provide three responses to this question. Those who did respond fully tended to focus upon attitudinal rather than work-related changes. Comments such as "I am more focused in my approach to work," "I am better able to prioritize activities," "I

am better able to cope with stress/able to let go of stress," and similar remarks were commonplace. Self-confidence and self-esteem enhancement were both frequently cited as major work-related changes experienced after participation in OILD.

Career Improvement

Similar comments were offered in response to item 4, which asked respondents to identify how OILD has assisted them in improving their careers. Again, improvement in self-confidence was most commonly cited by these subjects as a major consequence of participation in OILD. Other participants stated that after their OILD involvement, they decided to further their education by participating in an undergraduate or advanced degree program. This is not surprising, particularly in light of the data presented in Table 2, which demonstrate that this group of women is, as a whole, committed to the pursuit of advanced educational credentials and aware of the potential benefits of such credentials.

More than one-half of the subjects indicated that they believe that their supervisors regarded their participation in OILD as valuable. About one-third stated that they were either unsure about this issue or that they lacked information necessary to determine if this was the case.

Suggestions for Institute Improvement

When asked to offer three suggestions as to how the Institute and its programming could be improved, few of the subjects provided a complete listing of improvements. Those improvements that were suggested tended to focus on form rather than content. Some subjects suggested shorter sessions, a two rather than a

three-day workshop, more group discussions and fewer panel presentations, and the inclusion of more diverse activities. Thirteen participants failed entirely to offer suggestions for program improvement, while others did comment that less discussion of gender issues and more focus on elements of basic leadership would be valuable.

As noted earlier, all but one of the subjects stated that they would recommend OILD to a female colleague. About one-half of the subjects indicated that they had participated in other types of leadership training programs.

COMMUNITY COLLEGE SUPERVISORS' RESPONSES

Profile of the Sample

Thirty-six responses were received from community college supervisors. Of that total, 22 responses (61.1%) were provided by women. Fourteen responses (38.9%) were provided by male supervisors. Subjects' responses to the 12 survey items requiring Likert-type numerical ratings indicating level of agreement or disagreement and selected other items from the open-ended section of the instrument were analyzed both with respect to the sample as a whole and based upon gender of respondents.

Creating a profile of these community college supervisors, administrators, and leaders based upon data contained in Section I of the survey was extremely difficult in that responses ranged widely across a broad spectrum. For example, *Job Titles* included college presidents, divisional and department deans and directors, and coordinators of special programs and activities. The respondents reported an average of 7.6 years experience in their present positions.

Computing an average number of staff members supervised, or an average number of women on staff and women managers at the college, was fruitless. This is due to the fact that these respondents apparently did not employ any universal guidelines in reporting staff levels. For example, one college president indicated that 200 employees were under his leadership and managerial authority, while another elected to report that only the six employees in the President's office were under his authority. Some respondents elected to change the word college in item 6 of this section of the survey to office. Thus, creating an average number in these categories would not provide any insight into the issues at hand.

Not all respondents provided an answer to the question of how many women they had referred to OILD. Some reported that they had not referred any women to the program, some simply did not respond to the question, and others indicated that "1 or 2" female staff had been referred to the program. The balance of the surveys indicated that between 2 and 12 female staff members had been referred. Again, computation of an average referral level would have been meaningless, given these data.

Because of these problems with the data, creating a profile of the community college supervisors, managers, and administrators participating in this study was difficult. The major distinction within the sample is, therefore, gender itself. As the forthcoming discussions of Section III, "Attitudes," and Section III, "OILD Assessment," will demonstrate, gender is the critical variable influencing the responses provided by these subjects.

<u>Attitudes of Respondents</u>

Twelve items were included in Section II that sought to identify the attitudes of respondents toward OILD regarding the feminine leadership style and the role of the community college in fostering the development of women leaders. As noted previously, the subjects' answers to these statements were represented by Likert-type numerical responses indicative of level of agreement or disagreement (with 1 meaning strongly agree, and 5 meaning strongly disagree), were computed for the sample as a whole and by gender of subjects. Each of the following three tables will present the average response to the various items for the entire sample and for male and female respondents as subgroups.

Table 7 presents the average rating of the respondents with respect to OILD as a leadership training vehicle for female staff members. The responses provided to these items tend to indicate that the entire sample either strongly or somewhat agrees that OILD provides a valuable service to female staff members with leadership potential and is beneficial within the context of their work place. Male subjects were less likely to select staff for OILD participation based upon their perception of the employee's leadership potential than female subjects, though female subjects were slightly more likely to find OILD valuable than male subjects. Female subjects were also more likely to credit OILD with the potential for generating good results after participation than male subjects.

Table 8 depicts the attitudes of subjects to the question of whether or not a distinctly feminine leadership style exists and can be identified based upon specific characteristics and traits. Only two items were included in this category. This table

TABLE 7

COMMUNITY COLLEGE SUPERVISOR ATTITUDES TOWARD
EMPLOYEE PARTICIPATION IN THE OREGON
INSTITUTE OF LEADERSHIP DEVELOPMENT
(N = 36)

	Average Response	Rating Males (n = 14)	Rating Females (n = 22)
1. OILD leadership training is valuable to my staff member.	1.37	1.46	1.27
2. My staff members who have participated in OILD have improved levels of self-esteem and greater self-confidence.	1.63	1.62	1.64
3. Staff selected for OILD participation regard it as a positive sign of their potential for leadership.	1.59	1.54	1.55
4. I select or refer staff to OILD based upon my perception of their leadership capability.	1.89	2.08	1.71
5. OILD participation is positively associated with improved work habits, behaviors and attitudes.	1.77	1.92	1.62
6. OILD content has a direct relevance to staff work roles.	1.80	1.85	1.76
7. OILD training fosters professionalism among its participants.	1.42	1.54	1.41

illustrates significant differences between the attitudes of male and female

respondents toward two of the key issues regarding what constitutes a feminine

leadership style. Though the sample as a whole appears to somewhat agree that

women leaders have different traits, attitudes, and behaviors than male leaders, the

female respondents are more clearly supportive of this statement than the male

respondents with a difference of a full rating point between their average scores for

TABLE 8

COMMUNITY COLLEGE SUPERVISOR PERCEPTIONS
CONCERNING FEMININE LEADERSHIP STYLES
($N = 36$)

	Average Response	Rating Males ($n = 14$)	Rating Females ($n = 22$)
8. Women as leaders have different attitudes, traits, and behaviors than men.	2.04	2.54	1.55
9. Women leaders are less authoritarian than men and more likely to delegate authority.	2.59	3.00	2.18

the item. Similarly, while female respondents appear to somewhat agree that female leaders are less authoritarian and more likely to delegate authority than their male counterparts, the male respondents are unsure as to the validity of this statement.

The final category within this section of the survey was focused upon the perceived role of the community college as a locus for the development of the leadership skills of women. Three items were included in this category and the results are presented in Table 9. The responses, viewed from the perspective of the two surveys and the two subgroups based upon gender, tend to validate the literature which states that the community college is in the forefront of women's leadership development and, simultaneously, a natural locus for the development of that potential. Interestingly, female respondents were slightly less positive regarding the excellence of the community college as a locus for the development of women's career potential than their male counterparts.

TABLE 9

SUPERVISORS PERCEPTIONS OF THE ROLE OF COMMUNITY COLLEGE IN LEADERSHIP DEVELOPMENT FOR WOMEN
(N = 36)

	Average Response	Rating Males (n = 14)	Rating Females (n = 22)
10. The community college is an excellent work site for women seeking career advancement.	1.67	1.62	1.73
11. Fostering the development of women's leadership skills is appropriate in the community college setting.	1.23	1.23	1.23
12. Women who wish to become community college leaders should participate in OILD and other developmental programs.	1.29	1.31	1.28

OPEN-ENDED QUESTIONS

As was noted in describing the difficulties inherent in computing statistical analysis of the responses of OILD participants to the open-ended questions contained in the final section of their survey instrument, analysis of the open-ended questions in the supervisors' survey had the same difficulties. Many respondents elected not to answer certain items, to provide only partial responses to those items requesting more than one response, or to indicate that a lack of familiarity with specific elements in the OILD program made appropriate comments impossible. Thus, for the most part, narrative rather than statistical analysis of these items will be presented in this section of the study.

Valuable Work Behavior Changes

Question 1 elicited statements regarding the three most valuable work behavior changes manifested by staff members participating in OILD. Female respondents were generally more likely than males to identify such changes, though both groups of subjects tended to focus on attitudinal rather than work-specific items and issues.

Just as OILD participants indicated that enhanced self-esteem and self-confidence were significant changes fostered by OILD participation, so did male and female supervisors. Other improvements included greater concern for professionalism; enhanced ability to prioritize work; the ability, interest, and willingness to accept a leadership role at work; and a recognition of the importance of being a productive team member sensitive to the needs and concerns of other staff members and managers.

Supervisor respondents also noted that OILD was valuable in that it fostered the development of, and participation in, networks of potential and actual leaders. This aspect of OILD programming was also viewed by participants in the Institute as particularly valuable and worthwhile.

Item 2 asked supervisor respondents whether or not OILD participants subsequently received a promotion or experienced any other positive career changes. Of the responses, 20 supervisors (57.1%) stated that no promotion had been granted; 9 subjects (25.7%) indicated that a promotion had taken place, while 2 subjects (5.7%) said a possible promotion for the OILD participant was currently under consideration. Many of the subjects stating that a promotion had not been

granted did indicate, however, that the OILD participant had assumed increased responsibilities and/or new duties after OILD participation.

Except for four respondents who elected not to indicate whether or not they would recommend additional staff for OILD participation, the supervisors stated that they would make such recommendations. Enormous variation in the number of staff that would be recommended was indicated. Given the wide disparities in number of staff reported as being supervised, this was predictable and understandable. Several female subjects stated that they, too, would welcome an opportunity to participate in OILD training programs. This is interpreted as a further validation of their generally positive assessment of the program's benefits.

Many respondents indicated that they lacked sufficient information regarding the content of OILD programming to respond effectively to questions regarding ways in which structural or content changes could be made to improve the Institute. Others also stated that they felt unable to identify ways in which OILD could more effectively meet the leadership development needs of their staff members. In addition, the supervisor respondents tended to provide only very broad and general input when they elected to comment on the following open-ended questions:

4.   Would you tell us three ways in which OILD could more effectively meet the leadership development needs of your staff members?

6.   Have you any programming or structural recommendations for the Institute?

7.   Are there any specific topics that the Institute should address which are not currently covered?

Male and female respondents appeared to be equally unwilling to comment on these items, though females in general had more recommendations regarding program content as it applied to feminine leadership traits, styles, attitudes, and behaviors.

Meeting Leadership Needs

Among responses to item 6 (How can OILD better meet leadership needs of staff members), common answers included keeping participants informed about other training programs and options, providing supervisors with information regarding program content so they can better assess changes in employee behaviors, and expanding the program to include more and different staff members and better access.

As noted earlier, few positive recommendations for changes in OILD were offered. Some supervisor respondents did comment that positive program outcomes should be better marketed to the community, while others commented that shorter and more intense programs would be desirable. Some respondents suggested that OILD should focus less on upper-level leadership and more on leadership in present jobs and middle-level leadership positions.

Few recommendations for specific topics that should be covered in the Institute emerged from the study. Males in general were less likely to contribute in this area than females, though both groups indicated a high level of uncertainty as to what specific topics would be desirable in the OILD program. Portfolio development; dealing with organizational politics; and coping with stress, burn out, and sexual harassment were all mentioned as possible topics for future Institutes.

When asked to state whether or not they believed that OILD participation should be linked to career advancement, promotion, wage or benefit increases, or other areas, 16 subjects (45.7%) stated that this should not take place. Only 3 subjects (8.6%) indicated that this should be a personnel policy, while 11 subjects (31.4%) indicated that this could be integrated into existing personnel policy as part of a larger revamping of that policy. One subject was unsure, and 4 subjects (11.4%) provided no response.

It should be noted that when some respondents rejected the idea that OILD participation should be linked to career advances in any of the categories contained in the statement, they did so with the caveats that present personnel policy prevented this. Respondents felt that OILD participation alone should not be a primary determinant of advancement. Rather, it should be recognized as indicative of a staff member's commitment to the institution and to personal growth.

More than three-fourths of the respondents, both male and female, indicated that they would be willing to participate to some degree in OILD's activities. Presenting topics, planning activities, and evaluating the program were all mentioned as possible modes of participation. Similarly, most of the respondents (again, over three-fourths who responded to the question) indicated that they had personally participated in formal or informal leadership training themselves.

Feminine Leadership Style

Perhaps the most interesting set of responses generated by Section III of this survey was provided with respect to item 9, which asked the following question: "Should the Institute work from the theoretical perspective that a uniquely feminine

leadership style exists and provide training to develop that style? If no, what would you recommend as an alternative theoretical orientation?"

Of the entire sample, nearly one-third of the supervisor respondents stated that the Institute should not work from this perspective and another third stated that the Institute should adopt this theoretical orientation (28.6% in each instance). Of the female respondents, 31.8% stated that this orientation should be adopted, while only 23.1% of the male respondents agreed that this was desirable.

Fourteen respondents (38.8%) felt that maybe this orientation would be acceptable, if other styles of leadership were also included. Of the female respondents, 27.3% agreed that this could be so, while 15.4% of the males agreed. In this area, males and females at the leadership level apparently disagree significantly as to the viability of teaching a feminine leadership style. Comments provided by the respondents included affirmation that many leadership styles exist and can be effective, that an ethical and humane leadership style should be regarded as ideal and not a gender-based style, and that a balanced and personal leadership style was preferential to one that was either masculine or feminine.

SUMMARY

This chapter of the study presented the results of the two surveys of OILD participants and community college supervisors whose staff members have attended the Institute. Where applicable, tables and other statistical data have been included. Narrative reporting and summarization of comments has also been provided where the data generated by the study did not lend itself to statistical assessment.

Chapter V presents a discussion of these results with specific reference to the central themes identified in the literature. It also provides a listing of the critical elements of OILD as perceived by both participants and supervisors, as well as recommendations for program modifications and further research.

CHAPTER V

DISCUSSION, RECOMMENDATIONS, AND CONCLUSION

INTRODUCTION

This final chapter presents a discussion of the results generated by the survey of OILD participants and their community college work place supervisors. It discusses these results with specific reference to the identification and understanding of what constitutes a feminine leadership style and the critical elements which should be included in a leadership training program designed to foster the leadership potential of women in community colleges. The data generated by the study are linked to central themes identified in the review of literature contained in Chapter II.

The chapter also offers specific recommendations for further research to refine and to clarify the results generated by this study. The chapter concludes with a brief summary of the entire thesis project and its most significant results.

DISCUSSION

Feminine Leadership Theory

An extensive discussion of what constitutes leadership in the work place was included in Chapter II. This discussion moved from traditional leadership theory to contemporary theories of leadership such as visionary leadership, stewardship, empowerment, self-motivation, and feminine leadership style. Based upon this

review, and drawing upon the theories of Gurman and Long (1992), Chapman and Luthans (1975), Jago and Vroom (1982), Griffin (1992), Funk (1988), and numerous other researchers, the literature facilitated the development of a listing of the characteristics of feminine leadership style. Again, this does not imply that only women have these characteristics. These characteristics included such attributes, traits, or behaviors as the following:

- Long-range Goal Development

- Cooperation Over Competition

- Participative Decision-Making

- Promotion of Teamwork

- Extensive Use of Motivation Techniques

- Socio-Emotional Orientation

- Use of Intuition to Solve Problems

- Personalization of Staff Relationships

- Support for Staff Activities

- Non-Authoritarian Style

The subjects responding to the survey of OILD participants provided numerous responses to questions focused on feminine leadership style which in general tend to validate the traits identified above. For example, institute participants agreed strongly that women tend to approach leading differently than men and to possess different attitudes toward the function of leadership than their male counterparts.

These same subjects agreed that women leaders tend to be somewhat less authoritative and more likely to delegate authority than male leaders and more likely to be negotiators than men. They did however, note that women are somewhat more likely to be reluctant to pursue organizational leadership roles than men. Most significantly, these subjects rejected the idea that a successful female leader must develop masculine leadership traits and skills.

When community college supervisors, whose staff members had participated in OILD programs, were asked to provide their assessment with respect to the existence and nature of a specifically feminine leadership style, similar results were developed. Female supervisors agreed more strongly than male supervisors that women leaders have and exhibit different traits, attitudes, and behaviors than male leaders. They also agreed more strongly that women leaders tend to be less authoritarian than male leaders and are more likely to be willing to delegate authority. When these subjects were given an opportunity to personally comment upon whether or not OILD should work from a theoretical perspective that a uniquely feminine leadership style exists and provide training to develop that style, female supervisors tended to be more supportive of the orientation than males. This suggests, as Komives (1994) has indicated, that women may be more oriented toward the necessity of empowering members of their gender than males. It further suggests that women who have achieved leadership status are more generally aware of the inherent difficulties of climbing this career ladder for members of their own gender than are males (Desjardins, 1989; Gilligan, 1982).

While the data generated in the empirical component of this study have the effect of substantiating some of the central themes identified in the review of the literature with respect to the existence of a uniquely feminine leadership style, it is to that literature that one must turn to summarize what constitutes such a style. It is only within the last 15 years that organizational theorists and other behavioral scientists examining leadership have focused their attention upon gender-based leadership variations. The early work of theorists such as Cribbin (1982), Likert (1961), Fiedler (1967), and others was more specifically focused on identifying traits, styles, and approaches commonly found in the at-work behaviors of successful leaders.

In the 1980s and the 1990s, work by Block (1987; 1993), Wheatley (1990), Senge (1990), and Covey (1992) expanded our understanding of how leaders are developed, identified, and supported in contemporary organizations. Theorists working to determine whether or not gender influences the exhibition of specific leadership traits have also made a significant contribution to our understanding of variations in leadership style. What emerges from an assessment of this literature is a recognition that while there are clearly identifiable differences in the ways some women and some men function as leaders, it is far more important to work toward a better understanding of what constitutes effective leadership than how leadership styles differ.

Both OILD participants and their community college supervisors indicated in their responses to various items on the questionnaires that effective leadership should be composed of a leadership style that maximizes human potential and

motivates staff members to high levels of self-actualization and productivity. The subjects participating in this study, it should be recognized, work within the environment of the community college, itself identified in the literature as a locus for the empowerment and advancement of women (Desjardins, 1989). It is, therefore, possible that the organizational orientation of the work place is responsible for the theoretical and ideological orientations of these subjects.

Other information generated by the study also tends to validate the notion that a feminine leadership style is at least partially grounded in such attributes as emotion, a tendency to nurture others, and support of others. OILD participants repeatedly observed that among the primary benefits of participation in the Institute was their sense of emerging from the program with increased self-esteem and self-confidence. They further commented that these improvements in self-image were directly linked to career advances and decisions to pursue additional educational credentials and degrees. They reported a sense of empowerment because of the program content.

Additionally, community college supervisors also commented that the female staff members participating in OILD acquired enhanced self-esteem and self-confidence which translated into the exhibition of leadership abilities at the work place. The work of Gurman and Long (1992) suggests that women perceive leadership as a supportive function which can be accomplished through increasing these very attributes. Thus, the literature and the study surveys tend to reinforce the notion that for many women, enhancement of qualities and traits that are

associated with a feminine leadership style can foster career advances and a move into organizational leadership positions.

Table 10 represents in graphic form a comparison of the findings of this study among the OILD participants, their supervisors, and the research literature on the subject.

TABLE 10

COMPARISON OF OILD PARTICIPANTS' AND SUPERVISORS'
RESPONSES WITH THE RESEARCH LITERATURE

Key Element	Institute Participants	Supervisors	Literature
Attitudes towards OILD as a leadership training institute.	Positive: Rated 5 items in this category from 1.50 to 1.85.	Positive: Rated 2 items in this category 1.37 and 1.62.	OILD compared support, i.e., increasing self-esteem, importance of networking. Supported in literature by Helegson, 1990, Vaughan 1989, and many others.
Benefits of OILD.	Very positive: Rated 4 items in this category from 1.15 to 1.27.	Positive: Rated 5 items in this category from 1.42 to 1.89.	Supported: Komives, 1994; Lipman-Olman, 1992.
Existence of a feminine leadership style.	Agree to somewhat agree: Rated 5 items in this category from 1.31 to 2.60.	Somewhat agree: Rated 2 items in this category from 2.04 to 2.59.	Supported: Gurman & Long, 1992; Griffin, 1992; Helegson, 1990; Funk, 1988.
Characteristics of a feminine leadership style.	Strongly agree: Women approach leading differently than men and possess different attitudes toward leadership functions.	One-third strongly agree (mostly female supervisors); one-third agree.	Consensus on major traits. Focus is more on better understanding of effective leadership than how styles due to gender differ (Block, 1993; Wheatley, 1990; Senge, 1990.
Community college as a setting for women leaders.	Somewhat agree: Rated 5 items in this category from 1.29 to 2.60.	Agree: Rated 3 items in this category from 1.27 to 1.67.	Supported: Desjardins, 1989; Eaton, 1984, Hendley, 1992.

Critical Elements of OILD Leadership Training

The literature review described numerous studies of programs designed to empower and train women to take leadership roles in both public and private organizations. Komives (1994) described the empowerment process as one which facilitates an individual's effort to develop an innate potential for self-fulfillment. Komives (1994) contended that empowerment is meaningful when it is used in conjunction with activities that are clearly designed to inculcate new attitudes, teach new skills, and enable others. Lipman-Olman (1992) described one such effort which fostered participants' ability to capitalize upon personality and behavioral characteristics that are linked to self-motivation. Numerous other studies of leadership training models have demonstrated that critical elements in effective programs tend to focus upon the development of enhanced self-confidence and self-esteem. Through mentoring and other similar activities, individuals can be assisted in developing those traits and behaviors linked to leadership (Hinds & Sprague, 1987).

When the subjects participating in this study were asked to identify the most valuable components or the critical elements of the OILD program, the responses provided tended to validate the themes contained in the literature. OILD participants focused upon the networking opportunities of the program, its capacity for assisting participants in developing enhanced self-esteem and self-confidence, and those aspects of the program which focused upon changing participants' attitudes toward their own capacity to function as effective leaders.

Similar statements were made by community college supervisors who responded to the survey. This group of subjects agreed that OILD has the capacity to enhance self-esteem and self-confidence and the professionalism of its attendees and to assist those individuals in developing more positive and productive attitudes and behaviors at work.

Few of the respondents in either section of the survey were able to identify specific program components that they regarded as critical to the viability of OILD. Many of the supervisors lacked in-depth knowledge of the program's content and format. OILD participants tended to describe critical elements in intangible terms. This suggests that actual program content in feminine leadership training programs may well be less critical than the overall ideological and attitudinal orientation of the program.

For example, a significant number of the OILD participants indicated that the fact that they had been selected to participate in a leadership training indicated to them that their supervisors had faith in their potential. By participating, and by networking with established and potential leaders through OILD activities, these subjects expressed a belief that their leadership potential was both enhanced and given an opportunity to emerge. The fact that supervisors reported a relatively high rate of career advances or the acquisition of new responsibilities and the pursuit of advanced educational credentials on the part of OILD participants is a further illustration of the ability of this program to motivate women toward leadership.

Numerous women who participated in OILD have subsequently moved on and up the career ladder while simultaneously pursuing additional educational

accomplishments. While these advances cannot definitively be linked to OILD involvement or programming, it is probable that because these changes took place after OILD participation, some connection does exist. Given that the literature strongly suggests that potential women leaders respond positively to training programs which foster self-confidence and self-esteem development, it can be concluded that the critical element of the OILD program is its ability to engender increases in these aspects of self-image.

Women in Community Colleges

Desjardins (1989) and Eaton (1984) have noted that the community college has become both an ideal locus for the training and empowerment of women leaders as well as a service organization which tends to serve a predominantly female population. Eaton (1984) and Hendley (1992) both stated that over time, women have become more substantially represented in all leadership positions in the community college environment. Hendley (1992) also noted that the participation of community college women in programs offered by the National Institute for Leadership Development is directly linked to a significant increase in the total number of women occupying presidential, vice-presidential, and departmental leadership positions in the nation's community colleges. Hendley (1992) further suggests that participation in NILD workshops will result in the numerical parity of female and male community college executives by the turn of the century.

Community colleges are described in the literature as having the potential to provide women with enhanced opportunities for assuming leadership potential. Though there is evidence that some bias against top-level women executives in the

community college setting still exists (Farashid, 1983), there is also evidence that top-level community college executives will more and more commonly be women (Vaughan, 1989). Vaughan (1989) and others have argued that the community college, because of its unique organizational mission, should aggressively pursue the identification, training, and promotion of qualified women leaders into all levels of organizational administration, management, and authority.

When respondents attending OILD programs were asked to comment on the community college as a locus for the development of women in leadership positions, many of the themes delineated in the literature were replicated. Specifically, these subjects strongly agreed that developing leadership skills can assist in advancing the career of women who elect to work in the community college setting. These survey respondents somewhat agreed that this organizational environment offers women unique career development possibilities and has the capacity to foster development of women's leadership skills.

They were somewhat convinced that women leaders in the community college have career ladders similar to those of their male counterparts. They were generally unsure as to whether or not women were less likely than men to be leaders at middle and top-level community college leadership positions.

When community college supervisors were asked to give their views on this topic, similar results were reported. Both male and female community college supervisors and leaders strongly agreed that the community college has a direct responsibility for fostering the leadership development and potential of women. They also strongly agreed that women who wish to pursue leadership roles in

community colleges should become involved in leadership training programs such as that offered by OILD. These subjects somewhat agreed that the community college is a good locus for women seeking advancement into leadership. Interestingly, male community college leaders were more supportive of the idea that the community college provide such an opportunity than were females.

Based upon a comparison of the results of the present study and the literature review, several issues seem significant. First, the community college is perceived to be an institutional setting in which women seeking leadership positions have opportunities for self-fulfillment and career advancement. Similarly, while there are still disparities between the number of men and women accorded such positions at the present time, it would appear that these disparities will diminish in the future. Second, there is general agreement that the community college should involve itself directly and affirmatively in the training, empowerment, and advancement of women leaders. Third, there is also agreement that the community college itself possesses the resources needed to accomplish this mission.

RECOMMENDATIONS FOR OILD: CRITICAL ELEMENTS

Based both upon the review of literature and the data generated by the survey, several key recommendations for OILD with respect to desirable critical program elements can be presented herein. Some of the structural and content comments and recommendations that are of significance and which will be described below emerge from the open-ended, anecdotal responses of study subjects in both

groups as well as the statistical data generated by the study. Others emerge from the literature itself.

The critical element that fosters a perception that OILD is positively linked to the development of leadership potential in women participants from the community college is the ability of the program, as it is presently constituted, to enhance the self-esteem and self-confidence of those who attend. While few specific program entities that accomplish this transition were identified by subjects, it is clear that these women agree as to the importance of this function of OILD. Beginning with selection by a supervisor to attend the program and continuing through the workshop itself, participants appear to believe that their involvement in the program is itself an indication that they have the capacity to lead.

One suggestion emerging from the study was that the program be marketed more effectively and widely throughout the service community. This appears to be a reasonable recommendation which could foster greater recognition of the program and its participants.

To foster the development of enhanced self-esteem and self-confidence and simultaneously provide opportunities for OILD attendees to be more directly involved in program content, a stronger focus on group discussions and activities should be considered. Numerous participants found that panel discussions and lectures were less beneficial than those program components in which they were more actively involved. Developing activities which culminate in the creation of retainable documents and evidence of involvement (i.e., journals, portfolios, network logs) could also foster realization of OILD's mission.

Because the participants indicated that a key benefit of the program was that it linked them to personal and professional networks of other women aspiring to leadership or already in positions of leadership, OILD could consider providing for post-program follow-up. This would help to maintain the attitudinal benefits perceived to have emerged during the initial program, and simultaneously foster the maintenance of the leadership and support networks developed during the Institute.

Various suggestions as to structural changes in the program should also be taken into consideration. A number of OILD participants recommended shorter and more intense or condensed sessions. Some participants indicated that more physical activities and activities which foster direct interaction among participants should be considered. These recommendations are certainly worthy of consideration.

It must be noted that while all OILD participants and most community college supervisors who responded to the survey indicated a high level of approval for the program as well as strong support for its activities, far too many of the supervisors professed an inability to provide meaningful input leading to an analysis of the program or recommendations for change.

This strongly suggests that OILD, if it is to become a permanent activity of the community college, must more effectively involve upper-level leaders and managers. Far too many of these individuals apparently do not know what OILD offers to their staff members. As noted above, more effective marketing of the program would reduce this problem. Both male and female supervisors indicated in their responses that they share this information deficit. Simultaneously, most of

these subjects expressed a willingness to participate in OILD. Male and female leaders could provide valuable assistance to OILD and should be regarded as a resource to the program.

OILD, as it is presently constituted, is not directly linked to any type of career advancement, promotion, or wage or benefit policy. As supervisory subjects noted, existing college personnel policy does not include any recognition of OILD participation (or involvement in any other leadership development activity). Some supervisors stated that making this linkage could be beneficial. The data generated by this study and the literature review did not touch further upon this subject. At the same time, however, a strong level of positive support for OILD was expressed by the supervisors. They made various statements indicating that they felt that evidence of a desire for career advancement, coupled with improved work habits and attitudes after OILD, was at least partially responsible for such advancements.

These recommendations, therefore, reflect the information generated by the two components of this study as to what presently constitutes the critical elements of OILD. They also outline what changes should be considered in its existing format as part of a plan to make the Institute more effective in reaching its goals and objectives.

DIRECTIONS FOR FURTHER RESEARCH

It is highly likely that members of the social sciences and the educational community will continue to investigate such issues as leadership theory, feminine leadership style, and the role of the community college as it applies to fostering the

development and advancement of women's leadership potential. The recommendations for further investigation and analysis presented herein will, therefore, focus on issues emerging from the present study.

This study elicited from both groups of subjects information regarding their conception of what constitutes a feminine leadership style and the role of the community college in fostering the development of women leaders. Given that both groups of subjects consisted of relatively small numbers, additional analysis of this subject within the organizational framework of the Oregon community college system is indicated. Community college supervisors, managers, and administrators in particular should be surveyed to determine their understanding of these topics.

Specifically, these individuals could provide in-depth data regarding ideal (as opposed to masculine or feminine) leadership traits, attitudes, attributes, and behaviors. By targeting leaders presently working within the community college setting, the information generated by such a study would have on-point application to such organizations.

Additionally, were a follow-up component added to the OILD program, longitudinal tracking of educational and career advances experienced by participants would be facilitated. This type of long-term research has proven invaluable to other programs such as that offered by NILD and would be equally beneficial to OILD.

Further research which solicits from OILD participants their evaluation of selected OILD program components is also indicated. In the present study, these subjects were asked to personally identify those critical elements or program components which they perceived to be most and least valuable. Most of these

respondents focused their comments upon intangible elements of OILD. A survey which identifies the titles and content of program elements and requires participants (or supervisors who have referred participants) to rank the relative merits of these elements would facilitate program modification.

Despite the readily apparent limitations of the present study, it is significant in that it provides both an evaluation of OILD and identification of the critical elements necessary to provide an effective leadership training program for women in the community college setting. Additional research in the areas outlined above would expand upon this preliminary project and foster the development and implementation of even more effective leadership training programs.

CONCLUSION

Chapter I of this study offered an overview of its contents as well as a brief historical description of changing attitudes toward leadership theory, the role of women in leadership positions, and the community college as a locus for the development of women's leadership potential. It presented an assessment of the limits of the study and its significance. Chapter I also listed seven research questions which this study and literature review set out to answer.

In response to question 1, What were the most and least helpful elements of the Institute?, participants strongly agreed that an enhancement of self-esteem and self-confidence, and an opportunity to build a network of community college women was most important.

Supervisors stated that the Institute had an impact on participants' actual work place roles as asked in Question 2. They agreed that OILD assists participants in developing more positive and productive attitudes and behaviors at work and fosters professionalism among its participants.

The enhancement of self-esteem and self-confidence was reported by participants and their supervisors as having a direct effect on the way participants view their own abilities to succeed in a greater leadership role, as asked in question 3.

The answer to question 4, Did attendance at the Institute encourage the participants to seek additional educational experience or credentials?, seems to be yes. Although we can assume that other factors may also have had a role in encouraging participants to further their education, the survey showed that since OILD participation, over 70% returned to school. OILD does stress the need for women leaders in community colleges to return to school and complete advanced degrees. This would be an interesting topic for future discussion.

Recommendations for future Institutes, program improvements, and topics to be added or eliminated was the goal of question 5. Participants had several suggestions. These included a stronger focus on group discussions, less panel presentations, and more interaction with presenters, and more leisure time. Better marketing of the Institute, especially to supervisors and managers at Oregon's community colleges, and more involvement by upper-level administrators was also indicated.

Question 6 asked, What are the key elements that ought to be addressed in any training program for potential women leaders? Participants and work site supervisors emphasized the need to increase self-esteem and self-confidence. More than one-third of the participants valued the identification of effective leadership styles and work-related issues such as career development. They agreed these were important training elements.

Does the community college environment contain specific leadership stresses, opportunities, and challenges for women? was the focus of question 7. The survey respondents somewhat agreed that community colleges offer women unique career development possibilities and have the capacity to foster the development of women's leadership skills. This theme was also presented in the literature review focused on community colleges.

Chapter II consisted of an extensive review of relevant literature. Beginning with an analysis of traditional leadership theories, the chapter illustrated the progress of research in this area. It described such emergent theories of leadership as those of visionary leadership, stewardship, empowerment, and the learning organization. It further explicated theories regarding what constitutes a feminine leadership style and provided a chart summarizing the central elements of that style. Chapter II described various programs (many centered in community colleges) that empower and train women to lead. This chapter concluded with a description of the community college with special emphasis upon the role of women as clients and leaders in this organizational setting.

Chapter III set forth the parameters of the research design and methodology. It introduced the survey instruments developed by the researcher as well as methods of sample selection, data collection, and analysis.

Chapter IV consisted of a presentation of the results generated by the empirical component of the study. It presented the findings from the survey of OILD participants and from the survey of community college supervisors whose staff have participated in OILD.

This chapter tied the seven research questions with the results of the two surveys and the literature review. It also addressed items for future study.

The aim of this research has been to identify and assess the key elements involved in a community college women's leadership program that enhances the development of women's leadership skills. This has resulted in recommendations as to how the Oregon Institute for Leadership Development can be modified and improved.

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APPENDICES

APPENDIX A

COVER LETTER

AND

OILD PARTICIPANT SURVEY

6514 S.W. Barnes Road
Portland, OR 97225

January 1, 1995

Participant Name
Street Address
City, State, Zip

Dear Participant:

I am working on an Ed.D. in Community College Leadership at Oregon State University. My thesis, to ascertain the key elements to include in designing curriculum for future leadership training institutes, is in progress. I am also interested in some of your attitudes, important issues, and understanding of women as leaders in the community college setting.

To obtain the necessary information, I have enclosed a survey that I am requesting you fill out and return to me in the self-addressed envelope. I also included a survey for you to forward to your work site supervisor with another self-addressed envelope for the supervisor to return the survey to me. I expect it will take about 20 minutes for you to complete the instrument. I would like to have it returned to me before January 20, 1995.

I know that it is difficult to respond to the many requests for information that come to you. I hope you will give this survey your attention. It will not only help me reach my educational goal, but will help us all by continuing to improve the quality of future OILD Institutes. Your responses, as well as the responses of your work site supervisor, will remain confidential and will become part of my thesis. We will use the results in planning our upcoming Institute this June.

If your work site supervisor has changed since you returned from OILD, please give the survey to the supervisor you believe would best assess the impact OILD may have had on your work.

I appreciate the time it will take for you to fill out and return this survey to me. Thank you for your efforts.

Regards,

Number: _____

OILD PARTICIPANT SURVEY

I. Demographic Data
    Please answer each of the following questions as specifically as possible.

        Age (in years):_____
        Gender: Female
        Education: **When entering OILD**
                High School_____
                Some College (number of years)_____
                A.A. Degree_____
                B.A./B.S._____
                Master's Degree_____
                Other (specify)
        Education: **Presently**
                High School_____
                Some College (number of years)_____
                A.A. Degree_____
                B.A./B.S._____
                Master's Degree_____
                Other (specify)
        Future Educational Plans:
                Complete A.A./B.A. degree_____
                Pursue Master's Degree_____
                Other (specify)_____

        Job Title_____
        Three Main Job Tasks: _____

                _____
                _____

        Department/Division_____
        Years in Current Job: _____
        Previous Community College Positions/Years in Job:_____

        _____
        _____
        _____

        Other Work History:
            Job Title/Years Worked

        _____
        _____
        _____

        Marital Status: Single _____
                           Separated/Divorced _____
                           Widowed _____
                           Living with Friend _____
        Children: Yes: _____
                  No: _____
                  Ages: _____

Short-term career goal (i.e., where you hope to be professionally in one year): _____

_____

_____

Long-term career goal (i.e., where you hope to be professionally in five years): _____

_____

_____

Date Attended OILD; _____

II. Attitudes and Issues

Each of the following questions are focused on your attitudes and the issues that you feel are important (or not) with respect to your participation in OILD, its usefulness to you in your career, its effect on your career, and your understanding of women as leaders in the community college setting. Some questions also address the issue of how you feel about yourself as a working woman and a leader in the work place.

To respond to each question or statement, please use the following rating scale:

        1 = Strongly Agree
        2 = Somewhat Agree
        3 = Unsure /Ambivalent
        4 = Somewhat disagree
        5 = Strongly Disagree

1. _____ OILD provided me with necessary information about becoming a community college leader.

2. _____ Participation in OILD had a positive effect upon my career as a woman employed by a community college.

3. _____ OILD participation represents a positive sign of my potential as a community college leader.

4. _____ Being selected to participate in OILD indicates that I have leadership potential.

5. _____ The OILD training workshops are relevant to my job at the community college.

6. _____ OILD training provides an opportunity to develop network relationships with other women with leadership potential.

7. _____ The OILD training can assist in increasing self-esteem and self-confidence.

8. _____ After participating in OILD, my self-esteem and self-confidence increased.

9. _____ I would recommend OILD participation to other women workers at the community college.

10. _____ Women approach leadership at the work site differently than men.

11. _____ Women as leaders are less authoritarian and more likely to delegate authority than men.

12. _____ Women as leaders are less likely to be negotiators than men.

13. _____ Talented, competent, and well-educated women are less likely to be placed in or promoted to leadership positions in the community college than men with similar backgrounds.

14. _____ Women are often hesitant about pursuing leadership positions and roles.

15. _____ Women in leadership positions in the community college setting have shorter "career ladders" than their male counterparts.

16. _____ The community college fosters development of women's leadership skills.

17. _____ Developing leadership skills can improve the career potential of women in community college settings.

18. _____ Male and female leaders approach their tasks in different ways and with different attitudes.

19. _____ To be successful, women leaders must develop traditional, "masculine" leadership traits and skills.

20. _____ The community college setting offers women leaders unique opportunities for career development.

III. **OILD Program Assessment and Identification of Key Elements**

In this final section of the survey, please provide your responses to each of the following questions. When possible, be specific.

1. Please list the three most valuable components of the OILD program you participated in:

_____

_____

_____

2. Please list the three least valuable components of the OILD program you participated in:

_____

_____

_____

3. Please list the three most significant changes in your job situation or attitude brought about by OILD participation:

_____

_____

_____

4. Do you feel that participating in OILD has improved your career? If yes, in what ways?

_____

_____

_____

5. Does your supervisor regard OILD participation as valuable? If yes, in what way? If no, why do you think this is the case?

_____

_____

_____

6. Please list the three ways you would improve OILD for
    future participants:

    _____
    _____
    _____

7. Would you recommend OILD participation to a woman
    colleague? _____

8. Have you participated in other leadership training
    programs? If yes, please describe the program and
    compare it to OILD.

    _____
    _____
    _____
    _____
    _____
    _____

THANK YOU!

APPENDIX B

COVER LETTER

AND

SUPERVISOR'S SURVEY

Stephanie Sussman
6415 S.W. Barnes Road
Portland, OR 97225
(503) 292-3377
Fax: (503) 692-1856

January 1, 1995

Dear Work-Site Supervisor:

[Participant's name] attended the Oregon Institute for Leadership Development (OILD), a three and one-half day workshop for women who work at community colleges in Oregon. The Institute covered many topics but concentrated on helping attendees learn more about community college leadership, their own skills, and how they could increase their own leadership skills at the work place.

As part of the thesis requirement for completion of my Ed.D. at Oregon State University, I am doing research about the key elements of the Institute. I am also attempting to find out how OILD participants may have exhibited increased leadership skills after attending the Institute.

Your help in gathering this information is most important. It will help me realize my educational goals as well as give OILD the necessary information to plan wisely for future institutes.

Would you please take 20 minutes of your time to fill out the enclosed survey and return it to me in the enclosed envelope? I would very much appreciate it. All survey responses will remain confidential. I will not share your responses with your employee or any other source except anonymously as part of my thesis.

Thank you for taking the time to do this. I hope this work will enable future Institutes to be even more effective.

Sincerely,

Number _____

SUPERVISOR'S SURVEY

I. Background Data

    1.   Job Title: _____

    2.   Years in position: _____

    3.   Department/Division: _____

    4.   Number of staff you supervise: _____

    5.   Number of women on your staff; _____

    6.   Number of women managers at your college:_____

    7.   Number of women you referred to OILD, if any:_____

    8.   Your gender: Male____   Female____

II. Attitudes

Please answer each of the following questions or statements by assigning a numerical value to your response. Use the following rating scale to respond:

    1 = Strongly Agree

    2 = Somewhat Agree

    3 = Unsure/Ambivalent

    4 = Somewhat Disagree

    5 = Strongly Disagree

1. _____ OILD leadership training is valuable to my staff members.

2. _____ My staff members who have participated in OILD have improved levels of self-esteem and greater self-confidence.

3. _____ Staff selected for OILD participation regard it as a positive sign of their potential for leadership.

4. _____ I select or refer staff to OILD based upon my perception of their leadership capability.

5. _____ OILD participation is positively associated with improved work habits, behaviors and attitudes.

6. _____ OILD content has a direct relevance to staff work roles.

7. _____ OILD training fosters professionalism among its participants.

8. _____ Women as leaders have different attitudes, traits, and behaviors than men.

9. _____ Women leaders are less authoritarian than men and more likely to delegate authority.

10. _____ The community college is an excellent work site for women seeking career advancement.

11. _____ Fostering the development of women's leadership skills is appropriate in the community college setting.

12. _____ Women who wish to become community college leaders should participate in OILD and other developmental programs.

III **OILD Assessment**

In this final section of the survey, please be as specific as possible in your responses. Feel free to make any additional comments.

1. Please list the three most valuable work behavior changes manifested by your staff who participated in OILD:

_____

_____

_____

2. Did the employee who participated in OILD receive a subsequent promotion, or experience any other positive or negative career change? If yes please describe:

_____

_____

_____

3. Would you or have you recommended OILD for any other employees? If yes, how many?

_____

_____

_____

4. Would you tell us three ways in which OILD could more effectively meet the leadership development needs of your staff members?

    _____

    _____

    _____

5. Do you believe that OILD participation should be linked to career advancement/promotion, wage/benefit increases, or any other areas? If yes how?

    _____

    _____

    _____

6. Have you any programming or structural recommendations for the Institute?

    _____

    _____

    _____

7. Are there any specific topics that the Institute should address which are not currently covered?

    _____

    _____

    _____

8. Would you be willing to participate in Institute activities? If yes, in what specific areas would you like to become involved?

    _____

    _____

    _____

9. Should the Institute work from the theoretical perspective that a uniquely "feminine leadership style" exists and provide training to develop that style? If no, what would you recommend as an alternative theoretical orientation?

    _____

    _____

    _____

10. Have you personally participated in leadership training seminars, workshops, or institutes? If yes, please describe your experiences.

    _____

    _____

    _____

THANK YOU!

APPENDIX C

OREGON INSTITUTE FOR LEADERSHIP DEVELOPMENT

AGENDAS

1992, 1993, AND 1994

OREGON LEADERS' INSTITUTE FOR COMMUNITY COLLEGE WOMEN

AGENDA
JUNE 26 - 29, 1994

SUNDAY, JUNE 26, 1994

3:00pm - 4:00pm	Arrival - Check in
4:00pm - 5:30pm	Welcome, Introductions
5:30pm - 6:30pm	Dinner
6:30pm - 8:30pm	WORKING STYLES - Gert Bernstein/Lily O'Rielly

MONDAY, JUNE 27, 1994

7:30am - 8:30am	Breakfast
8:30am - 10:00am	COMMUNITY COLLEGE ISSUES - Doreen Daily and Anita Janis
10:00am - 10:15am	Break
10:15am - 11:45am	ALPHABET SOUP - Stephanie Sussman
12:00am - 1:00pm	Lunch
1:15pm - 2:45pm	GENDER COMMUNICATION STYLES - Eleanor Brown Patricia Bruneau-Gaber
2:45pm - 3:00pm	Break
3:00pm - 4:00pm	Still Killing Me Softly video/discussion
4:30pm - 5:30pm	OREGON LEADERS' RECEPTION
5:30pm - 6:30pm	Dinner with Oregon Leaders
6:30pm - 8:00pm	OREGON LEADERS' ENTERTAIN YOU

TUESDAY, JUNE 28, 1994

7:30am - 8:30am	Breakfast
8:30am - 10:00am	THE MYTH OF BALANCING STRESS & WORK - Patti Lake
10:00am - 10:15am	Break
10:15am - 11:15am	PERSONAL POWER - Pamela Matthews
11:15am - 12:00am	WOMEN'S HEALTH ISSUES - GwenEllyn Anderson
12:00pm - 1:00pm	Lunch
1:00pm - 3:00pm	PROBLEM SOLVING
3:00pm - 3:15pm	Break
3:15pm - 4:30pm	LEADERS' PANEL - Linda Ericksen, Katherine Stevens, Artis Van Rassel, Margarita Rivera
4:30pm - 5:30pm	FREE TIME
5:30pm - 6:30pm	Dinner
7:00pm - 8:30pm	ISSUES OF THE HEART - Mary Spilde

WEDNESDAY, JUNE 29, 1994

8:00am - 9:00am	Breakfast
9:00am - 10:30am	AN INFORMAL TALK WITH A CC LEADER - Alice Jacobs
10:30am - 10:45am	Break
10:45am - 12:00am	Closing
12:00pm - 1:00pm	Lunch

Oregon Leaders Institute for Community College Women
Stephanie Sussman, Director
Lily (Sue) O'Rielly, Director
Sponsored by the Oregon Chapter of AAWCC

SILVER FALLS CONFERENCE CENTER
June 20 - 23, 1993

AGENDA

Sunday--June 20, 1993

3:00-4:00	Arrival, check-in	
4:00-5:30	Welcome and Introductions	Stephanie Sussman
5:30-6:30	Dinner	
7:00-9:00	Working Styles	Sue O'Rielly Jane Howard

Monday--June 21, 1993

7:30-8:30	Breakfast	
8:30-10:00	Community College Issues	Doreen Dailey
10:00-10:15	Break	
10:15-11:45	Personal Power	Pamela Matthews Margaret Gratton
12:00-1:00	Lunch	
1:15-2:45	Gender Communication Styles	Eleanor Brown
2:45-3:00	Break	
3:00-5:00	Video-Killing Me Softly	Stephanie Sussman
5:00-5:30	Leader's Reception	
5:30-6:30	Dinner	
6:30-8:00	Oregon Leader's Entertainment	

Tuesday–June 22, 1993

7:30-8:30	Breakfast	
8:30-10:00		Alice Jacobson
10:00-10:15	Break	
10:15-10:45	Community College and State Partnerships	Stephanie Sussman
10:45-12:00	A Model for Decision Making	Stephanie Sussman
12 Noon-1:00	Lunch	
1:15-3:00	Problem Solving	Stephanie Sussman
3:00-3:15	Break	
3:15-4:30	Leader's Panel	Ardis Van Rassell Linda Erickson Patricia Bruneau-Gaber Annette Franulovich Gail Laferriere
4:30-6:00	Free Time	
6:00-7:00	Dinner	
7:00-8:30	Issues of the Heart	Mary Spilde

Wednesday–June 23, 1993

8:00-9:00	Breakfast	
9:00-10:30	The Myth of Personal Balance and Stress Management	Patty Lake
10:30-10:45	Break (Check-out)	
10:45-12:00	Closing	Stephanie Sussman Sue O'Rielly
12:00-1:00	Lunch	

OREGON LEADERSHIP INSTITUTE FOR COMMUNITY COLLEGE WOMEN
Stephanie Sussman, Director
Sue O'Rielly, Director
SPONSORED BY THE OREGON CHAPTER OF AAWCJC

SILVER FALLS CONFERENCE CENTER
June 21 - 24, 1992

AGENDA

SUNDAY, JUNE 21, 1992

3:00		Arrival & check in	
5:30	6:30	DINNER	
7:00	8:00	Welcome & introductions	Stephanie Sussman
8:00	9:00	Working styles	Sue O'Rielly
			Jane Howard

MONDAY, JUNE 22, 1992

7:30	8:30	BREAKFAST	
8:30	10:00	Community College Issues	Betty Duvall
			Alice Jacobson
10:00	10:15	BREAK	
10:15	11:45	Personal Power	Dawn Marges
12:00	1:00	LUNCH	
1:00	3:00	Problem solving	Stephanie Sussman
3:00	4:00	Free time	
4:00	5:30	LEADERS RECEPTION	
5:30	6:30	DINNER	
7:00		Video, "Still Killing Me Softly"	

TUESDAY, JUNE 23, 1992

7:30	8:30	BREAKFAST	
8:30	10:00	Gender Communication Styles	Shirley Anderson
10:00	10:15	BREAK	
10:15	11:45	Campus Politics	Doreen Daily
12:00	1:00	LUNCH	
1:00	3:00	Leaders Panel	Pamela Matthews, Julie Baker
			Linda Erickson, Angela Ritchi
			Patricia Bruneau-Gaber
3:00	5:30	Free time	
5:30	6:30	DINNER	
7:00	8:30	Issues for the heart	Mary Spilde
		Additional problem solving activities	

WEDNESDAY, JUNE 24, 1992

7:30	8:30	BREAKFAST	
8:30	9:45	Personal balance/stress mgmt	Georgeanne Baker
10:00	11:45	Mentoring	Diane Dunlop
11:30	12:00	Closing	Stephanie Sussman
12:00	1:00	LUNCH	