The Evaluation of a Women’s Leadership Development Training for Girls Rock! Roanoke

Lia R. Kelinsky

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James C. Anderson II, Committee, Chair

Eric K. Kaufman

Thomas G. Archibald

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Blacksburg, VA

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Lia R. Kelinsky

Abstract

Men and masculine qualities stereotypically define leadership. Role Congruity Theory explains that women leaders may experience a double discrimination. First, because leadership roles are stereotypically male, a woman may not have the necessary qualities. Second, because leadership qualities are stereotypically masculine, when women do exhibit agentic qualities, they are perceived negatively and not feminine (Eagly & Karau, 2002). Further, adopting a masculine style is perceived as an inauthentic leadership style. However, an androgynous style can blend feminine expectations with corporate needs, creating advantage and perceptions of authenticity (Tzinerr & Barsheshet-Picke, 2014). The leadership development training described in this thesis was held for female volunteer counselors of Girls Rock! Roanoke, an empowerment camp for young girls. The appreciative pedagogy included individual reflections, group discussions, and working through simulations. The evaluation of the training sought to identify: if discussion of leadership increased awareness of feminine and masculine leadership; if discussion of personal leadership experiences increased empowerment to self-identify as leaders; and what impact the experience had on participants’ ability to improve and employ leadership. After participants completed the training, awareness of feminine and androgynous leadership increased; whereas, it is unclear if awareness of masculine leadership increased. Challenging participants to reflect on their leadership increased their self-identification as leaders, while those who already identified did so in androgynous terms. The training impacted participants’ knowledge of themselves as leaders, how they planned to use leadership in camp and in real life, but it is unclear to what degree it impacted their ability to improve and employ leadership beyond the training.
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Table of Contents

CHAPTER ONE: INTRODUCTION ......................................................................................... 1
  Background and Setting .................................................................................................. 1
  Statement of the Problem ............................................................................................... 5
  Definition of Terms .......................................................................................................... 7
  Limitations of the Evaluation ......................................................................................... 9
  Basic Assumptions ......................................................................................................... 10
  Significance of the Problem ........................................................................................... 11

CHAPTER TWO: REVIEW OF LITERATURE ................................................................ 13
  Gender Issues in Leadership .......................................................................................... 14
    Perceptions of Gender and Leadership ........................................................................ 14
    Social Role Theory & Gender Role Incongruence ....................................................... 16
    Gendered Leadership ................................................................................................... 19
    Gender and Transactional Leadership ......................................................................... 19
    Gender and Transformational Leadership ..................................................................... 20
  Emotional Intelligence and Leadership ......................................................................... 22
  Trait-like differences and Leadership ........................................................................... 23
  Leadership Development ............................................................................................... 26
  Training Creation and Delivery ..................................................................................... 30
  Program Evaluation ....................................................................................................... 32
  Theoretical Framework .................................................................................................. 34
  Conclusion ...................................................................................................................... 38

CHAPTER THREE: METHODOLOGY ................................................................................ 40
  Research Questions ........................................................................................................ 42
  Population and Sample .................................................................................................. 43
  Girls Rock! Roanoke ........................................................................................................ 43
  The Training Workshop .................................................................................................. 46
  Data Collection ................................................................................................................ 50
    Appreciative Inquiry ..................................................................................................... 50
  Data Analysis .................................................................................................................. 52
    Quality .......................................................................................................................... 54
  Reflexivity Statement ..................................................................................................... 54
  Chapter Four: Results ..................................................................................................... 56
  Introduction ...................................................................................................................... 56
  Findings ............................................................................................................................ 56
    Research Question One ................................................................................................. 57
    Research Question Two ................................................................................................. 59
CHAPTER FIVE: CONCLUSIONS ......................................................................................... 67

Introduction ............................................................................................................................... 67

Discussion..................................................................................................................................... 68

Research Question One ......................................................................................................... 68
Research Question Two ......................................................................................................... 69
Research Question Three ....................................................................................................... 72

References .................................................................................................................................... 77

Appendices..................................................................................................................................... 1

Appendix A – Fair Use Evaluations & Copyright Permissions .............................................. 1
Appendix B – Evaluation & Data Collection Plan ............................................................... 4
Appendix C – Participant Survey .............................................................................................. 6
Appendix D – List of Exercises during Program ..................................................................... 8
Appendix E – Logic Model ......................................................................................................... 9
Appendix F: Full Results .......................................................................................................... 10
Appendix G: Full Curriculum ................................................................................................... 28
Appendix H: IRB Approval ...................................................................................................... 52
List of Figures

Figure 1.1 Model for Youth Leadership Curriculum

Figure 2.1 A Model of Leader Attributes and Leader Performance

Figure 2.2 Theoretical Framework. Model for Youth Leadership Curriculum

Figure 3.1 Conceptual model of leadership development training’s effect on Girls Rock! Roanoke

Figure 3.2 Appreciative Inquiry “4-D” cycle

Figure 4.1 Figure 4.1 Change in Leadership Opinions

Figure 4.2 Frequency of leadership qualities from small-groups by gender stereotype

Figure 4.3 Frequency of leadership qualities from small-groups by gender stereotype

Figure 4.4 Frequency of common leadership qualities planned to use during camp

Figure 4.5 Frequency of common leadership qualities planned to use in life in the next year or two

Figure A.1 Blue Group small-discussion Poster

Figure A.2 Gold group small-discussion poster

Figure A.3 Green group small-discussion poster

Figure A.4 Silver group small-discussion poster
List of Tables

Table 4.1 Types of Leaders Identified during Small-group Discussions

Table 4.2 Simulation Topic and Responses

Table A.1 Evaluation/Data Collection Plan

Table A.2 Logic Model

Table A.3 Testimonials from Case Studies/Simulations

Table A.4 Frequencies of Answers to Survey Question 1

Table A.5 Frequencies of Answers to Survey Question 2

Table A.6 Frequencies of Answers to Survey Question 3

Table A.7 Responses to Survey Question 5

Table A.8 Responses to Survey Question 6
CHAPTER ONE: INTRODUCTION

Background and Setting

Young girls and women receive messages on how to act every day: nice, demure, pretty, and all-pleasing. As young women reach adolescence, they are simultaneously forming their own identities while hearing patriarchal messages and expectations on what it is to be a woman (Bowling, Zimmerman, & Daniels, 2000; Brown & Gilligan, 1993). These messages to be cooperative, nice, and to focus on relationships make it challenging to be authentic. They apply pressure for women to prioritize relationships with others over themselves (Bowling, Zimmerman, & Daniels, 2000). The fear of damaging relationships leads to self-censorship, and a loss of voice (Brown & Gilligan, 1993), which all contribute to lower self-esteem and disempowerment (Hoyt & Kennedy, 2008). Disempowerment and loss of voice does not bode well for leadership as leadership is about being able to speak one’s opinions (Conner & Strobel, 2007).

In addition to messages about women at large, there are also messages about leadership and how it is masculine (Yoder, 2001). Schein’s (2001) phrase, “think manager, think male”, succinctly describes the stereotype that leaders are thought of as men. The stereotype that leadership is masculine leads women to not see themselves within the masculine definition, and therefore to not self-identify as a leader (Hoyt & Kennedy, 2008). As more women enter leadership positions, the concept of manager as male moves towards a more inclusive definition (van Engen & Willemsen, 2004). Female role models increase empowerment of young women, but if women fail to emerge as leaders, they cannot act as role models that assist in empowerment of others. This cyclical relationship feeds in to the disempowerment of women (Latu, Mast, Lammers, & Bombari, 2013). Thus, adolescence is an important time for an
intervention to affirm a range of leadership styles (Rorem & Bajaj, 2012). Interventions can allow for practice of authentic leadership styles and authentic voice (Bay-Cheng, Lewis, Stewart, & Malley, 2006; MacNeil, 2006). Through an expansion of leadership concepts beyond traditional framework and development of voice, more participants may become empowered to identify as leaders (Hoyt & Kennedy, 2008).

Leadership is often framed in traditionally masculine ways through agentic terminology that is task-oriented (Eagly & Karau, 2002). Adolescent women tend to describe leadership more often in masculine terms and as being associated with positions of authority (Hoyt & Kennedy, 2008). These descriptions may be informed by individuals’ perceptions of leadership. Men are perceived more often as using masculine, task-oriented styles; whereas, females are perceived to lead using communal, relationship-oriented feminine styles (Eagly & Karau, 2002). Although, there is a movement towards communal traits becoming increasingly valued (Rosette & Tost, 2010), others maintain that perceptions from both men and women on leadership are stereotypically masculine and rarely shift towards the stereotypically feminine (Koenig, Eagly, Mitchell, & Ristikari, 2011).

As a result of the masculine leadership definition, when women exhibit these leadership qualities, they are perceived as acting incongruently with their female role and are received negatively in accordance with Role Congruity Theory (Eagly & Karau, 2002). The negative reception and perception of women leaders attributed to role incongruence can further lead to the disempowerment of women (Hoyt & Kennedy, 2008). Pittinsky, Bacon, and Welle (2007) encourage a detachment of gender from leadership, indicating that framing leadership in relation to gender can be limiting. When women are able to lead through a combination of masculine and feminine qualities, known as androgyny, they are at an advantage (Kark, Waismel-Manor, &
Shamir, 2012; Rosette & Tost, 2010). However, an androgynous advantage may not be universal only conferring to women at executive levels and not to middle-level managers (Rosette & Tost, 2010). Conversely, in a separate meta-analysis, androgynous women in middle management were found to be quite effective due to the need to create harmonious relationships (Eagly, 2007).

Transformational leadership tends to blend better with expectations of the female communal role, leading to greater gender role congruence and the perception that it is a more effective style for women (Duehr, 2006; Rorem & Bajaj, 2012; van Engen & Willemsen, 2004). Further, authentic leadership may even play a moderating role between manager-subordinate relationships and gender congruence, suggesting that the adoption of a masculine style for women is seen negatively and as inauthentic (Tzinerr & Barsheshet-Picke, 2014). Transformational leadership is more androgynous, but does display more of a feminine leaning than masculine (Kark, Waismel-Manor, & Shamir, 2012). A barrier to women’s advancement has often been attributed to women’s lack in effective leadership skills (Van Engen & Willemsen, 2004).

This case study focused on the evaluation of a leadership development training for teen mentors and adult volunteers for Girls Rock! Roanoke. The camp, is volunteer-run with a focus on empowerment of young girls and teens through music. Beginning in 2013, the camp offered a week-long session for girls, divided into age groups of 8-11 and 12-16, led by two community members. The camp is structured into workshops such as: “do it yourself” clothing, body image, performance, and teamwork (Girls Rock! Roanoke, n.d.). These workshops focus on positive self-image, empowerment, and finding one’s voice through workshops, such as “DIY clothing,” etc. Ultimately, the camp’s goal is to empower young girls through “music, creative expression
and collaboration” with the intention of empowering them to act as change agents within their communities (Girls Rock! Roanoke, n.d.). 

Specifically, this training workshop aims to develop teen mentors and volunteers into leaders for their roles while serving as camp counselors, leading workshops, managing bands, and supervising the camp. The training intended to affirm a range of leadership styles, and to empower participants to use these skills and act as role models for the campers to support the camp’s mission of empowerment through creative expression. The program curriculum was designed using the leadership development learning theory outlined by Van Linden and Fertman (1998) and later expanded on by Ricketts and Rudd (2002) (Figure 1.1).

**Statement of the Problem**

Volunteers served as counselors and role models during camp. Thus, they were charged with upholding and supporting the camp’s mission of empowerment through creative and authentic expression. As a result, it was essential that the teen mentors and adult volunteers were knowledgeable and capable of effectively using leadership skills, and were empowered
themselves. Leadership programs that are within the community are typically aimed at community development, and those that are labeled as “community leadership development” are typically more networking focused than development (Porr, 2011). Others are more focused on a niche or problem rather than developing leaders for overall community good (Wituk, Ealey, Clark, Heiny, & Meissen, 2005). Further, youth leadership programs are lacking in voice development as well as the cultivation of decision-making ability or broadly, the development of agency (MacNeil, 2006). This leadership program is specific to preparing women to lead during camp. It is tailored to the feminist theory that women are disempowered throughout their lives because of societal messages about how to look or behave, and that this results in a loss of voice (Bowling, Zimmerman, & Daniels, 2000). It aims to combat these effects in a positive way among volunteers to prepare them for leadership and role model positions.

What underlies this problem is that women are judged differently when it comes to leadership. Progress has been made, but overall discrimination for women leaders still exists (Eagly, 2007; Duehr and Bono, 2006; Schein, 2001). As women deal with messages related to how to look, how to behave, and whether women can be identified as leaders, they may experience loss of voice and disempowerment (Hoyt & Kennedy, 2008). When women try to lead, they are not perceived to hold the necessary masculine qualities (Eagly & Karau, 2002). When they exhibit leadership qualities that are typical of men, they are viewed negatively because they are not acting feminine (Eagly & Karau, 2002). Since leadership is typically a masculine construct, when women tailor their leadership style to be feminine in nature, their behavior is not evaluated as leadership. However, when women do not tailor their leadership to fit a gendered standard, but instead exhibit leadership qualities that are considered androgynous in nature they are viewed more favorably and authentically (Tzinerr & Barsheshet-Picke, 2014).
Therefore, while a training session cannot change how women are evaluated, it can attempt to affect how women choose to lead. If the training can facilitate participants to develop an authentic leadership style that is more androgynous in nature instead of adapting to fit a gendered style, they may be evaluated and received more favorably as leaders.

**Purpose and Research Questions**

The purpose of this case study was to evaluate the leadership development training that prepares volunteers to self-identify as leaders, regardless of a position of authority, and to serve as role models for girl campers. Evaluation data gathered on the training was used for program improvement purposes and to identify the efficacy of the program for stakeholders, including participants, the camp, and the international organization Girls Rock!

The evaluation of this workshop is guided by three evaluation questions. They are:

1. Does discussion of leadership qualities enable participants to recognize and acknowledge both masculine (traditional) and feminine (non-traditional) leadership qualities?
2. Does discussion of leadership experiences increase empowerment to self-identify as a leader?
3. What impact did this experience have on participants’ ability to improve and employ leadership?

**Definition of Terms**

**Agentic** – Refers to qualities such as: competent, independent, self-confident, decisive, and authoritative, (Abele, 2003). Authoritative also includes use of voice, influence, and decision-making power (MacNeil, 2006).

**Androgyny** – Refers to a concept wherein stereotypical masculinity and femininity can co-exist within a person’s self-identity (Bem, 1974).
**Communal** – Refers to qualities such as: kind, considerate, emotional, understanding, and relationship or family oriented (Abele, 2003).

**Emotional Intelligence** - Refers to the ability of perceiving, thinking about, understanding, and managing emotions (Mayer, Salovey, Caruso, & Sitarenios, 2001).

**Empowerment** - Usage of voice, such as expressing of one’s opinion, self-identification as a leader, the confidence to lead and make choices (Hoyt & Kennedy, 2008), self-esteem, and sense of agency (Albertyn, Kapp, & Groenewald, 2001).

**Feminine Qualities** – Included attributes such as affectionate, compassionate, gentle, sensitive to the needs of others, shy, understanding and warm (Bem, 1974).

**Feminine Leadership Qualities** - Attributes traditionally associated with stereotypically feminine qualities and are more communally-centric with an emphasis on relationships, such as helpful, kind, understanding, compassionate, understanding, and aware of others emotions (Abele, 2003; Eagly & Karau, 2002).

**Leader Emergence** - The process by which a leader emerges when a group is leaderless (Eagly & Karau, 1991).

**Leader Traits and Attributes Theory** – A theory of leadership traits that separates into distal and proximal qualities.

**Masculine Qualities** – items such as aggressive, ambitious, competitive, dominant, independent, makes decisions easily, forceful, defends own beliefs (Bem, 1974)

**Masculine Leadership Qualities** - Attributes traditionally associated with stereotypically masculine qualities, commonly related to assertiveness, ambition, aggression, confidence, and dominance (Eagly & Karau, 2002; Spence & Helmreich, 1978 as cited in Abele, 2003).
**Social Role Theory** – The theory that perception of a person’s biological sex informs the perceptions and understandings of their gender as male or female. Gender stereotypes for men and women have emerged out of what are seen as common tasks or behaviors. These tasks or behaviors lead to prescribed roles (Eagly, Wood, & Diekman, 2000).

**Role Congruity Theory** – Expansion on Social Role Theory that explains when a person’s perceived gender does not conform with expected behaviors, expressed characteristics, or enacted roles they are evaluated as incongruent with gender norms or roles and are perceived negatively (Eagly & Karau, 2002).

**The Big-Five Personality Traits** – A term coined by Goldberg (1951) and later was synthesized by Digman (1990) indicates five personality dimensions including Extraversion/introversion, Agreeableness, Conscientiousness, Neuroticism, and Openness.

**Transformational Leadership** - Refers to the ability of a leader to inspire others, and to motivate them to levels of achievement beyond individual interest (Bass, 1985).

**Transactional Leadership** - Deals with an exchange between a leader and a subordinate that positively benefits the employee and the leader’s individual and collective interests (Burns, 1978). It tends to focus on present situations over future potentials.

**Limitations of the Evaluation**

The limitations of this project are that it is impossible to control for previous exposure to leadership development material; and therefore the outcomes may not be exclusively the result of the workshop. Additionally, given the limited two-to-three-hour timeframe of the program, the scope must be managed in terms of how much learning and change can be expected of the participants.
The day of the training, there was a need to shift the agenda. This led to the “personal leadership discussion” being shortened to include only the large-group discussion rather than an individual reflection, followed by small-group work, and then a large-group discussion. The evaluator was also facilitating and a dedicated note-taker was not used. As a result, not all testimonials were linked to individual participants.

**Basic Assumptions**

It is assumed that the curriculum is suitable for both adolescents and adults even though age is not predictive of leadership experience or leadership needs (MacNeil, 2006). In addition, it is assumed that individuals included are willing participants, motivated to learn, that the curriculum fits various learning styles and that the participants recognize why they need to know the content and develop the identified skills. The epistemological assumption is that participants will co-create knowledge through discussion and reflection. This is reflected throughout the entire training with each level of the curriculum beginning with reflection, small-group discussion, and large-group discussion. In the spirit of Participatory Action Research, the facilitator participates to a certain degree in the co-creation of this knowledge. However, the focus is primarily on the participants as the primary creators with the facilitator contributing only when needed. The ontological assumption is that unique realities and understandings are created by each individual’s perception and mutual understanding. This ontology is reflected through the collection of program materials from individuals and collectively. It is a challenge to represent another’s reality or understanding, but the way the researcher mitigates this is by taking testimonials and written contributions directly from the participants themselves. Using this method, the data that is collected directly from participants is able to be used as reflecting their perspectives and opinions. The axiological assumption is that learning about others can lead to
transformation. It is key to note that this transformation belongs to the individual in that they reflect, discuss how much they want, and plan for any individual changes. In this way, the transformation belongs not to the facilitator but to each individual, and to a degree, the entire group. Since the majority of the program materials were collected for analysis, it was crucial that participants were able to keep their mission statements. This enabled true and full ownership over their plan for how they would lead in the future. Additionally, ethically the power differential between participants and the evaluator/facilitator. This is achieved through facilitation rather than expert-driven instruction. Through the use of facilitated discussions, the knowledge, process, and plans belong not to the facilitator but to the participants themselves.

**Significance of the Problem**

According to the United States Bureau of Labor Statistics, women comprise 52% of the managerial and professional workforce and 47% of total employment (BLS Reports, 2014). Educational achievement of a bachelor’s degree by women was 7% higher than that of men, and achievement of a master’s degree was 3% higher (Aud, et al., 2013). Despite this, women only held 29% of the executive and senior level positions among private industry are women (U.S. Equal Employment Opportunity Commission, 2012). In 2014, women held only 14.6% of executive officer positions and 16.9% board seats at Fortune 500 Companies (Catalyst, 2014). Beyond labor statistics, in a study of men and women in the workplace, both genders identified men more often as the best and worst bosses, indicating a greater prevalence of men leading within the workplace than women (Singh, Nadim, & Ezzedeen, 2012). The labor statistics and perception of workers indicates a leadership gap between men and women. Bosak and Sczesny (2011) detail a bias among hiring managers that preferred male candidates for positions of leadership, when leadership experience was not explicitly clear on candidate applications.
The stereotype of leadership as masculine can harm women due to role incongruence (Kark, Waismel-Manor, & Shamir, 2012; Koenig, Eagly, Mitchell, & Ristikari, 2011; Eagly & Karau, 2002). In addition to role incongruence, masculine styles are also seen as inauthentic for women (Tzinerr & Barsheshet-Picke, 2014). However, if women are able to lead authentically and androgynously blending both stereotypically masculine skills along with stereotypically feminine skills, they may be received more favorably, which may confer advantage (Kark, Waismel-Manor, & Shamir, 2012; Rosette & Tost, 2010).

The evaluation presented in this study aims to add to the fields of women’s leadership development. It seeks to contribute to the field of gender and leadership through the practical application of concepts using a case study training for community members. It may contribute to literature on women’s perceptions of learning, use of Appreciate Inquiry and Appreciate Pedagogy for workshops, and to the literature on women’s authentic leadership development. Finally, the evaluation report will be provided to the camp administration for use to improve the workshop.
CHAPTER TWO: REVIEW OF LITERATURE

Society conditions women to believe that to be feminine is to be nice, quiet, and pretty, and they must reconcile society’s definition of being female with their own identity (Bowling, Zimmerman, & Daniels, 2000). This can lead to disempowerment where women experience lower self-esteem, and are afraid to express their opinions, or act authentically (Hoyt & Kennedy, 2008). Further, they have to grapple with societal perceptions of where leadership intersects with gender. Most often, that intersection falls under the masculine purview (Yoder, 2001).

Leadership is stereotypically thought of as employed by men using masculine qualities. Thus, women experience a double-sided discrimination (Koenig, Eagly, Mitchell, & Ristikari, 2011; Eagly & Carli, 2003; Eagly & Karau, 2002). First, when women exert leadership they are perceived as not possessing the requisite qualities. Second, they are perceived negatively for exerting leadership qualities that violate the feminine role. Women are expected to hold positions and to use qualities that are congruent with the expectations of their gender. Thus, when they diverge, they are received negatively due to gender role incongruence (Eagly & Karau, 2002). This may further contribute to disempowerment of women. Training interventions can positively impact empowerment, confidence and the ability for women to self-identify as leaders (Rorem & Bajaj, 2012; Hoyt & Kennedy, 2008; Conner & Strobel, 2007).

This chapter begins with an examination of the relevant literature. Touching on sub-topics such as perceptions of gender and leadership, role incongruence, leadership styles, trait-like differences, and emotional intelligence. It then explores the development of leadership skills including empowerment and development of voice as they relate to training interventions.
Finally, the process of training development, program evaluation, and the theoretical framework guiding the training design is discussed.

**Gender Issues in Leadership**

**Perceptions of Gender and Leadership**

In her seminal work on gendered qualities Bem (1974) identified a framework that can be used to categorize specific qualities into masculine, feminine, and neutral (or androgynous). This framework listed “acts as a leader” under masculine items. As indicated by her seminal work and supported by research since; traits, and behaviors related to leadership, are often associated with men (Eagly & Carli, 2003; Eagly & Karau, 2002; Koenig, Eagly, Mitchell, & Ristikari, 2011). Men are equated not only with leadership, but also with positions of authority (Garcia-Retamero & López-Zafra, 2006). From a meta-analysis of leadership perceptions, men are perceived as more agentic overall and women are perceived as more communal. Agentic qualities are perceived to be leadership qualities, while communal are not (Koenig, Eagly, Mitchell, & Ristikari, 2011). Schein’s (2001) “think manager, think male” term succinctly sums up the stereotype that men are thought of as leaders. This presents a disadvantage to women for hiring and promotion to leadership as both men and women have indicated their best and worst bosses to be male, supporting the greater prevalence of men in leadership positions (Singh, Nadim, & Ezzedeen, 2012). National polls also reveal an overall preference for male leaders over female leaders (Eagly, 2007).

This bias may go so far that women’s weaknesses are over-emphasized in evaluation to avoid hiring (Singh, Nadim, & Ezzedeen, 2012). Pre-existing knowledge of applicant skills and experiences may also play an important role. Within a simulated hiring pool, women who were pre-identified as possessing leadership skills and competencies were equally likely to be hired as
men. In contrast, when both men and women applicants were not pre-identified as leaders, women were discriminated against for hiring and men were favored (Bosak & Sczesny, 2011). While pre-existing knowledge of individuals plays a moderating role in biases, Bosak and Sczesny (2011) do indicate an overall greater level of discrimination towards female applicants when reviewed by men; thus, perceptions of female’s competency depends on the gender of the evaluator. Men tend to perceive leadership as more masculine than women, and leadership is very seldom described using a feminine construct (Koenig, Eagly, Mitchell, & Ristikari, 2011). Similarly, although progress has been made, discrimination still exists indicating men and women are not perceived equally (Eagly, Gartzia, & Carli, 2013; Eagly, 2007; Schein, 2001).

Women’s perceptions of leadership may vary from that of males. Studies have shown that women define leadership using both masculine and feminine terms (Shinew & Jones, 2012). Further, women self-identify and are identified by others as more feminine and transformational in nature (Bass, Avolio & Atwater, 1996; Hoyt & Kennedy, 2008). Adolescent female leaders define leadership as collaborative work, wherein the leader uses inspirational management as a skill, and note that a position of authority is not required for leadership (Archard, 2013a; Archard, 2013b). These adolescents participated in formal and informal programming on leadership indicating that interventions on leadership may influence perceptions of leadership.

With more women entering leadership roles and using feminine qualities, perceptions of leadership as exclusively male is weakening and transitioning to a more comprehensive definition (van Engen & Willemsen, 2004). This also advances perceptions of female leadership towards more positivity (Koenig, Eagly, Mitchell, & Ristikari, 2011). Women may have even developed a same-sex bias towards leadership defining it more in relationship-oriented and transformational terms (Duehr & Bono, 2006). Furthermore, leadership perceptions have
progressed as some define leadership using both masculine and feminine terms known as androgyny (Rosette & Tost, 2010). To this end, perceptions of leadership may be moving away from the stereotypically masculine and towards an androgynous that incorporates the feminine into the masculine.

It is key to note, though, that it is not a detachment of the masculine from the feminine, simply incorporating the feminine into the pre-existing masculine concept (Koenig, Eagly, Mitchell, & Ristikari, 2011). Among a sample of female political leaders interviewed, leadership was defined in communal terms with an intentional detachment of assertiveness from their leadership. The quality of assertiveness was positioned in direct contrast to their communal qualities (Lovell, 2013).

**Social Role Theory & Gender Role Incongruence**

According to Social Role Theory, women’s and men’s behavior and roles are expected to conform to a gender stereotype that is informed by expected and prescribed characteristics, behaviors, and roles (Eagly, Wood, & Diekman, 2000). For women, these relate to domesticity, to subservience, and to communal priorities such as relationships. For men, these behaviors and roles are expected to relate to dominance and agency. Terms commonly associated with the male gender include: competitive, assertive, ambitious, controlling, aggressive, and dominant (Abele, 2003; Eagly & Karau, 2002). For women, these terms are typically interpersonally oriented: affectionate, sensitive, nurturing, helpful, and understanding (Abele, 2003; Eagly & Karau, 2002). Eagly and colleagues (2000) note that these expectations become norms and roles, which are pervasive within society, and become part of human socialization. This socialization applies invisible pressure from youth onwards to conform to expectations of their perceived gender, as is informed by their biological sex. This effect can lead to an integration of the female stereotype
into a woman’s self-image, which can influence her behavior and job selection (Eagly, Wood, & Diekman, 2000). These gender stereotypes and roles prescribed by perceived biological sex influence perceptions of leadership (Gershenoff & Foti, 2003).

Women in leadership positions may experience a dual discriminatory process in line with Role Congruity Theory. A descriptive discrimination precedes female leadership since the leader role is stereotypically male. Thus, the potential for women to fill these leadership roles is underestimated because women customarily possess communal qualities over agentic qualities that are associated with leadership. Further, a prescriptive discrimination occurs because leadership qualities are stereotypically masculine. When women do exhibit agentic qualities, they are perceived negatively because the behavior is in violation of the feminine behavioral stereotype (Eagly & Karau, 2002). When gender and role are congruent, it may positively influence orientation to tasks and achievement, thus improving performance (Eagly & Johnson, 1990).

Leaders are expected to be agentic, but women are expected to be communal. Female communal leaders are not agentic enough, but agentic women are not communal enough (Carli & Eagly, 2011). Perceptions of men’s success tend to be attributed to their skills, but women’s perceptions of women’s success are attributed to good fortune rather than their skills (Garcia-Retamero & López-Zafra, 2009).

In male-dominated industries, women are expected to conform to lead using the masculine leadership standard (Van Engen, Leeden, & Willemsen, 2001), but when doing so, women are still perceived as overly masculine and not feminine enough, which is received negatively due to role incongruence. For traditionally female roles, women and men are, however, viewed equally favorably for advancement (Garcia-Retamero & López-Zafra, 2009); whereas, Eagly (2007) found women to hold an advantage over men in stereotypically feminine
positions and men to hold an advantage in stereotypically masculine or androgynous roles. Executive level women appeared to be less susceptible to this discrimination than middle-level managers (Rosette & Tost, 2010). Female leaders have to overcome discrimination by being particularly excellent in their skills or work (Duehr, 2006; Eagly & Carli, 2003). However, they must be careful with self-promotion or exhibition of confidence, which is perceived negatively in contrast to the favorable perception with men (Eagly, 2007).

Given the stigma of women leading due to incongruence with their gender, women may intentionally alter their behavior to avoid leading in stereotypically masculine settings or ways (Eagly, 2007; van Engen, Van Der Leeden, & Willemsen, 2001). However, masculine leadership styles for women can be seen as inauthentic and lead to a greater negative evaluation (Tzinerr & Barsheshet-Picke, 2014). Sex differences between male and female managers may be less apparent within organizational settings because of common skills and qualities used during selection to hire for leadership positions (Eagly, 2007; Eagly & Johnson, 1990). Situational adaptation of leadership styles is further supported by results that indicate men and women did not differ on task-orientation or relationship-orientation within organizational settings, but they did within a lab setting (Eagly, Johannesen-Schmidt, & van Engen, 2003). However, the effects of a dominant organizational culture was not supported within a department store setting when comparing employees in feminine departments and masculine departments (van Engen, Van Der Leeden, & Willemsen, 2001). Finally, Yoder (2001) advocates for women to intentionally adapt their leadership style to fit situations to mitigate potential hostility and improve leadership abilities.
Gendered Leadership

It is essential that women can acknowledge and validate both masculine and feminine leadership qualities, as actual leadership occurs along a continuum of these qualities (Yoder, 2001). Androgyny helps women manage the double discrimination due to gender role incongruence by blending communal characteristics with corporate needs (Tzinerr & Barsheshet-Picke, 2014). Leaders who can be androgynous are more likely to be transformational (Gartzia & van Engen, 2012). Androgyny may confer an advantage (Rosette & Tost, 2010). It is also perceived as more authentic leading to positive ratings by supervisors and subordinates (Tzinerr & Barsheshet-Picke, 2014). Within an all-female sample, those who were more androgynous were perceived as leaders more often than those who were more feminine in both typically masculine and typically feminine tasks (Gershenoff & Foti, 2003); and subordinate women evaluated their managers better when they were androgynous and saw them as more authentic (Tzinerr & Barsheshet-Picke, 2014).

Despite an advantage, women still experience a negative bias when considered for traditionally male positions, a positive bias towards typically feminine positions, and no positive bias or advantage for leadership positions (Eagly, 2007). Meanwhile, within a Spanish sample, participants discriminated against female candidates for leadership, while women discriminated greater against female candidates (Garcia-Retamero & López-Zafra, 2006). Their findings, conducted in the South of Spain have been attributed to the lack of female executives and thus are in line with the role congruity theory of Eagly and Karau (2002).

Gender and Transactional Leadership

Transactional Leadership can be sub-divided into contingent reward with positive rewards for good performance, management by exception, which takes corrective action for
mistakes, or *laissez-faire* distinguished by a lack of action (Bass, 1999; Eagly, 2007; Bass, 1991). It tends to include attributes such as intelligent, logical, objective, decisive, corrective and competent (Bass, 1991). Transactional leadership is not as effective of a leadership style as its counterpart, Transformational leadership (Bass, 1985). Women tend to score low for use of the laissez-faire leadership style of transactional leadership (Bass, 1999). Men tend to score higher on transactional leadership types such as management by exception and laissez-faire leadership (Eagly, Johannsen-Schmidt, & van Engen, 2003; Garcia-Retamero & López-Zafra, 2009). Further, the only transactional leadership quality linked to leadership effectiveness is contingent reward (Eagly, 2007), which refers to positive rewards for achievements (Bass, 1999). Women tend to use contingent reward more than men (Eagly, Johannsen-Schmidt, & van Engen, 2003; López-Zafra, Garcia-Retamero, & Martos, 2012). This may be because contingent reward is linked to nurturing, a quality that is congruent with the female role (Eagly & Karau, 2002; López-Zafra, Garcia-Retamero, & Martos, 2012). While, it may be expected that contingent reward is more common among women, some researchers have found no significant difference between genders for this behavior (Gartzia & Van Engen, 2012; van Engen, Van der Leeden, & Willemsen; 2001).

**Gender and Transformational Leadership**

Transformational Leadership includes development of trust, mentorship, acting as a role model by setting high standards and meeting them, empowerment of others, collaboration, and a demonstration of confidence to inspire a positive future vision (Bass, 1999; Bass, 1991). Transformational leadership has four sub-themes: *idealized Influence*, leaders act as role models and can convey a futuristic vision; *inspirational leadership* when a leader can inspire others, maintain optimism, act as a role model, and demonstrate confidence; *intellectual stimulation* is
when leaders develop their subordinates to reflect on problems in novel and creative ways; and
*individualized consideration* where leaders care for their subordinates and developing their
skillsets and careers (Bass, 1999; Bass, Avolio, & Atwater, 1996). Attributes such as considerate,
encouraging, inspiring, open-minded, supportive, trustworthy (Bass, 1991).

Effective leaders have been described as inspirational, intelligent, approachable,
empowering, and encouraging (Singh, Nadim, & Ezzedeen, 2012), which are elements included
among the transformational leadership theory. Female leaders are commonly perceived as
engaging in a transformational leadership style more often than men (Bass, Avolio, & Atwater,
1986; Eagly, Johannesen, & van Engen, 2003; Garcia-Retamero & López-Zafrá, 2006; van
Engen & Willemsen, 2004). It may be more common among women because transformational
leadership incorporates relationships, which supports the stereotypes of femininity yielding a
higher-level of gender congruence (Eagly, Johannesen-Schmidt, & van Engen, 2003; Eagly &
Karau, 2002; van Engen & Willemsen 2004). This may also explain why supervisors rate
transformational women leaders as more effective (Duehr, 2006).

Although transformational leadership has elements of feminine leadership, it is more
commonly held as androgynous (Carli & Eagly, 2011). Androgynous managers who blend
stereotypically feminine and masculine qualities score higher on transformational leadership
scales than managers who use one gendered style. Further, this combination of agentic and
communal qualities is helpful to both men and women, but a lack of androgyny leads to worse
reviews for women leaders than of men (Kark, Waismel-Manor, & Shamir, 2012). Women who
lead androgynously using transformational leadership style are rated as more effective (Carli &
Eagly, 2011; Duehr, 2006). Thankfully, participants can learn transformational leadership (Bass,
Among the specific sub-descriptions of transformational leadership, women score highest among individualized consideration (Gartzia & van Engen, 2012; Vinkenburg, van Engen, Eagly, & Johannesen-Schmidt, 2011). Individualized consideration is congruent with the female gender, but inspirational motivation has been linked more to perceptions of men’s leadership. Thus, it may be beneficial for women to combine inspirational motivation with individualized consideration to meet gender expectations, but to also meet the expectations that effective leaders use inspirational motivation (Vinkenburg, van Engen, Eagly, & Johannesen-Schmidt, 2011). The intellectual stimulation component of transformational leadership fits well with the female stereotype of nurturing creating more congruence (van Engen, Van Der Leeden, & Willemsen, 2001).

**Emotional Intelligence and Leadership**

*Emotional Intelligence* includes four hierarchical levels. The first, *perceiving emotion* is to be able to detect or identify the emotions of other’s and of self; the second, *facilitating thought with emotion* is to use the garnered knowledge of emotions to influence thought and action; the third, *understanding emotion* is to possess a cognitive understanding of emotion, and how they can impact other emotions or change; fourth and highest, *managing emotion* is emotional management in oneself and in relationships. It requires both thinking through emotions, actions, and behaviors as well as awareness of feelings (Mayer, Salovey, Caruso, & Sitarenios, 2001). In a summary of Emotional Intelligence (EI), Mayer, Roberts, and Barsade (2008) describe the linkages of Emotional Intelligence to not only leadership, but also overall well-being. Higher emotional intelligence was linked to positive work performance, leader effectiveness, and achievement. Further, individuals with higher EI were evaluated positively by their peers. Higher scores of emotional intelligence predicted better ratings of supervisors by employees (Kerr,
Garvin, Heaton, & Boyle, 2006). Additionally, higher EI has been linked to better relationships, better academic achievement, and better psychological health including self-esteem. This synthesis on EI clearly documents its importance to leadership, performance, relationships, achievement, and well-being. Further, perceiving and using emotion may be of more importance and a better predictor of leadership effectiveness than understanding and managing emotions (Kerr, Garvin, Heaton, & Boyle, 2006).

Women score higher on Emotional Intelligence than men, but they may also have a more natural tendency towards emotional management than men (Gartzia & van Engen, 2012). Inspirational motivation, individualized consideration, and contingent reward are all positively connected to individual’s awareness of and capacity to control their emotions and those with whom they work and manage (Palmer, Walls, Burgess, & Stough, 2001). Further, Palmer et al. (2001) purport that the results indicate support for EI as a potential underpinning of both transformational leadership and effective leadership. Also, femininity combined with elements of emotional intelligence predicts transformational leadership (López-Zafra, Garcia-Retamero, & Martos, 2012)

**Trait-like differences and Leadership**

In a summary of the literature Bono, Shen, and Yoon (2014) highlight some commonalities among leadership traits; to name a few they list: masculinity, dominance, extraversion, leadership motivation, self-confidence, sociability, ambition, cooperative, emotional control, and many others. These personality traits tend to overlap with the masculine leadership stereotype of agency provided earlier in the literature review (see Abele, 2003), with the exception of sociability, cooperative, and emotional control, which fall under the feminine stereotype of communal (Abele, 2003).
The Big Five leadership traits are commonly used as a framework for reviewing trait-based leadership. For leader emergence, twenty-eight percent of variability for those who emerge as leaders has been explained using the Big Five (Bono & Judge, 2004). Leader effectiveness, however, is not as well explained using the Big Five (Judge & Bono, 2002). For women, personality traits may be more important to their selection as leaders, because men are assumed to naturally possess leadership qualities. Indeed, the Big Five personality traits have a lower predictive ability for male leadership than for female leadership (Duehr, 2006). Extroversion tends to be the quality most indicative of leadership (Bono, Shen, & Yoon, 2014; Duehr, 2006, Judge, Bono, Ilies, & Gerhardt, 2002). Further, dominance as a part of extroversion is an even stronger predictor of leadership success (Bono, Shen, & Yoon, 2014).

Of the other four qualities, conscientiousness and openness are related to leader emergence, while neuroticism and agreeableness are not (Judge, 2002). However, agreeableness and extroversion may be linked to transformational leadership (Duehr, 2006). Conversely, a meta-analysis on leadership and the big five personality traits, yielded no strong linkage between trait-like differences and transformational leadership (Bono & Judge, 2004). Overall, when viewed as a unit, the Big-Five are positively related to leadership (Judge, Bono, Ilies, & Gerhardt, 2002). Still, when controlling for other qualities, extroversion emerged as the more important leadership trait and as a positive predictor of leadership and of transformational leadership (Duehr, 2006; Judge, Bono, Ilies, & Gerhardt, 2002).

Another framework used for trait-based leadership research has been that of Zaccaro, Kemp, and Bader’s (2004) work (Figure 2.1). Their theory breaks up traits into distal attributes and proximal attributes, with distal attributes being steady and proximal attributes being malleable. Distal qualities include intelligence both creative and general personality including
the Big-five and the Myers-Brigg’s scale for extroversion, intuition, thinking, and judging, and motives including need for power, need for achievement, and motivation to lead. Proximal qualities include those more related to abilities such as social skills including self-monitoring, social and emotional intelligences, problem-solving skills including problem construction, solution generation and metacognition, and tacit knowledge (Zaccaro, Kemp, & Bader, Leader traits and attributes, 2004). The model presents an integrated approach within which the attributes rely on one another in order to affect leadership, and that through their cumulative effect leadership is influenced (Zaccaro, Kemp, & Bader, 2004). For training purposes, the distal attributes such as intelligence, personality, and motives would likely not be influenced by workshops, programs, or trainings (Zaccaro, 2007). Using Zaccaro’s model, Hoffman, Woehr, Maldagen-Youngjohn, and Lyons (2011) claim that trait-like differences such as dominance, self-confidence, charisma, communication, problem-solving, and interpersonal skills are all related to leader effectiveness. Given that most of these traits are not distal, they may be able to be changed through leadership development training (Zaccaro, 2007).

![Figure 2.1. A model of leader attributes and leader performance. Reprinted from Leader traits and attributes p. 122 by Zaccaro, S. J., Kemp, C., & Bader, P. Zaccaro, S. J., Kemp, C., & Bader, 2004.](image)

25
Leadership Development

Leadership development interventions attempt to change knowledge and behavior among participants. Knowledge outcomes can be defined as “principles, facts, attitudes, and skills,” whereas outcomes related to behavior can be defined as changes in specific situational behavior (Aguinis & Kraiger, 2009, p. 455). Within communities, many leadership development programs focus on networking (Porr, 2011; Wituk, Ealey, Clark, Heiny, & Meissen, 2005). Those that focus on developing skills and strategies for leaders may be more effective in developing leaders to deal with a variety of situations, problems, and contexts within the community. This individual capacity building approach is strengthened by the development of a self-concept and skills as a leader to practice leadership in a collaborative manner that enables different leaders to emerge depending on the situations (Wituk, Ealey, Clark, Heiny, & Meissen, 2005).

For youth leadership development, using adult leadership development theories can be helpful by incorporating individual experiences, development of voice, and decision-making exercises into curriculum (MacNeil, 2006). The use of case studies for collaborative problem solving in trainings to practice leadership fosters relevancy for positive change to the student’s life (Hoyt & Kennedy, 2008; Larson & Walker, 2010; Ricketts & Rudd, 2002; Yballe & O’Connor, 2004). The practice of leadership contributes to the development of leadership identity, especially if it can be done authentically and in a real-life setting (Archard, 2013b; MacNeil, 2006). A mechanism for this practice are the use of simulations or case study exercises that use group dialogue to work through the simulated real-life situations (Larson & Walker, 2010). Programming directed at group work designed to promote cooperation and
communication positively alters perceptions of leadership among young girls (Garcia, Lindgren, & Pintor, 2011). Furthermore, programs based in the arts have a positive effect on girls’ self-esteem and leadership development (Mason & Chuang, 2001).

Facilitators can augment leadership development (Garcia, Lindgren, & Pintor, 2011). It is important, however, that the program aims to separate leadership from authority so that participants do not associate leading with holding a position of authority (Klau, 2006). A more inclusive leadership definition creates more opportunity for leadership among participants with different leadership styles; and as interventions expand the definition of leadership beyond traditional framework, more women will self-identify as a leader and become more empowered to possess greater confidence and assertiveness to lead (Conner & Strobel, 2007; Hoyt & Kennedy, 2008; Rorem & Bajaj, 2012).

The dissolution of power differential between facilitator and participant is especially important (MacNeil, 2006). Feminist pedagogy employs methods that challenge hierarchy and discourage the facilitator to act as an expert transferring knowledge to the participant. It encourages the creation of a safe space and fosters the development and use of an authentic voice (Foley, 2004). Cultivating a safe space can be supported by an all-female environment (Hoyt & Kennedy, 2008). In a summary of leadership development for women, MacNeil (2006) cites the use of a “functional-feminist framework” as a method of sharing power between facilitator and participant, creating more opportunities for marginalized populations to participate (p. 36). If there is a power differential between the participant and facilitator, the participant who is to be empowered is inadvertently disempowered. As such, the only person who can empower the participant is the participant herself (Bay-Cheng, Lewis, Stewart, & Malley, 2006). Adult educators support reflection and dialogue as tools for empowerment and transformation (Mertens
Additionally, the use of adult mentors or facilitators for adolescents may inherently convey a power differential due to the age differences (Bay-Cheng, Lewis, Stewart, & Malley, 2006).

Same-sex leadership development that incorporates female role models and the opportunity to simulate leadership improves leadership skills (Archard, 2013b; Rorem & Bajaj, 2012). The usage of an all female space also mitigates power concerns related to male-dominination within institutions (Foley, 2004). Female role models to younger women increase the usage of voice, increase empowerment, and improve self-evaluations among the young women (Latu, Mast, Lammers, & Bombari, 2013). They also increase aspirational goals among young women (Beaman, Duflo, Pande, & Topalova, 2012). The usage of female leaders as role models allows young women to identify with a female role model, to envision themselves as leaders, and increase empowerment (Rorem & Bajaj, 2012). When adults are tasked with working with youth, they are placed into a position of leadership, wherein they become role models for the youth. However, individuals can embody a leadership role with or without the authority of being a role model (Day, 2000). Becoming a role model is related to the theory of transformational leadership, wherein the leader is able to model attitudes, skills, and behaviors for the youth (Bass, 1991).

Lowered self-esteem and loss of voice directly contribute to disempowerment (Bowling, Zimmerman, & Daniels, 2000). Leadership development workshops for females would be remiss to ignore empowerment as it relates to voice, because supporting empowerment is to cultivate an authentic and uninhibited voice (Bay-Cheng, Lewis, Stewart, & Malley, 2006). If expression is hampered, it reinforces disempowerment. In a training program, this can occur through stopping the conversation, ignoring specific comments, and correcting specific comments. Through the
actions of not accepting, acknowledging, and honoring all contributions, authentic expression is stifled. Feminist-based empowerment trainings must be cautionary to not hamper authentic voice in pursuit of a feminist rhetoric (Bay-Cheng, Lewis, Stewart, & Malley, 2006). When women feel comfortable and safe to express their opinions, share their experiences, and use their voice without retribution, it can lead to increased self-esteem and empowerment (Denner, Meyer, & Bean, 2005; Hoyt & Kennedy, 2008; Rorem & Bajaj, 2012). Empowerment can take multiple forms depending on the contexts. Within educational contexts, empowering students to use their authentic voices can be related to skill development to think and challenge inequalities and systems (Ellsworth, 1989). To others, holding power is to direct others in how to act, think, or behave; whereas, empowerment is related to participation and self-efficacy (Kesby, 2014).

Within organizational settings, empowerment is the degree to which an employee’s abilities and qualities meet the needs of the organization (Leslie, Holzhalb, & Holland, 1998). Within the context of this work, empowerment involves usage of voice and authenticity (Hoyt & Kennedy, 2008) as well as a sense of agency (Albertyn, Kapp, & Groenewald, 2001).

In a comparative summary of leadership development literature for youth and adults, MacNeil (2006) indicates an emphasis for youth on skills and knowledge development; whereas, adult development focuses on development of voice. She urges the use of adult leadership development for youth. Workshops that incorporate icebreakers, communication, self-reflection, and cooperation increase self-esteem and leadership (Sills, 1994). The promotion of discovery and usage of voice, acknowledgement and validation of non-traditional or feminine leadership styles, positive self-esteem, problem-solving, and decision making have yielded acceptance of a wider range of leadership styles, a greater level of empowerment, and self-identification as leaders among female participants (Hoyt & Kennedy, 2008).
Training Creation and Delivery

When discussing education, formal education in school settings is typically what comes to mind. However, non-formal education, which is all education that occurs outside of the formal realm of schools, is a very common educational method for adults. Whereas, formal education may require prerequisites, non-formal education does not. Adult learning often occurs in non-formal settings. Non-formal education can have similarities to formal education in that it can occur within a classroom, with curriculum and a facilitator, or it can be non-traditional or informal. When non-formal education has a curriculum, it is helpful and advised to use adult learning theory to develop the curriculum (Foley, 2004; Merriam, Caffarella, & Baumgartner, 2007). Learning as a science is multi-faceted, as it involves environmental, political, cognitive, experiential and emotional components and contexts (Merriam, Caffarella, & Baumgartner, 2007). Of particular interest to adult learning theory, is that prior knowledge plays an important role in that information is built when connections are made to pre-existing concepts (Asubel, 1967, as cited in Merriam, Caffarella & Baumgartner, 2007). Mainly, learning is about the participant’s experience (Foley, 2004), and the use of positively framed reflection of one’s experiences can foster positive change in the future (Yballe & O'Connor, 2004).

An essential component to adult learning theory is that learning does not occur in a vacuum and that the contexts within which learning occurs are vital to the process. Critical theory discusses the effects education has on our political and cultural environments (Foley, 2004). To attempt to separate context from education is impossible as it is embedded within the person and the process (Verela, 1991, as cited in Foley, 2004). In fact, education represents an intrusion into the lives of learners, and therefore it is essential to acknowledge and work within the contexts. Some of the contexts that need to be considered with adult learning are:
sociopolitical, economic, political, emotional, and cultural. In fact, context is so important to the process that it can either enable or disable learning among students. Additionally, if contexts are not acknowledged education can replicate societal, economic, and political inequities and injustices (Foley, 2004; Merriam, Caffarella, & Baumgartner, 2007).

For adult learners, self-directed learning supports successful learning. It enables them to direct what they learn and even evaluate whether learning was successful (Foley, 2004; Merriam, Caffarella, & Baumgartner, 2007). Merriam, Caffarella, and Baumgartner (2007) indicate that the three goals of self-directed learning are to enable learners to direct their own education, to nurture transformation, and to increase empowerment. These three goals are supported by pedagogical tools, such as reflection, that can be either natural or guided by a facilitator. Through the process of reflection, learners can experience a sense of transformation and emancipation by exercising power over their own learning, and by learning from others experiences (Foley, 2004; Mundel & Schugurensky, 2008; Yballe & O’Connor, 2004).

Positive reflection, peer-to-peer education, and open discussions have been demonstrated to augment adult learning (Foley, 2004; Yballe & O’Connor, 2004). The use of a facilitator can help guide discussions and reflections to assist with the learning (Kaner, 2007; Foley, 2004) and can leverage the use of personal stories for peer-to-peer education (Yballe & O’Connor, 2004). Whereas open discussion can be too fluid sometimes, non-open discussions can be too structured in the form of agendas or processes and procedures (Kaner, 2007). In these instances, facilitators can use participation formats to encourage spontaneous discussion and maintain energy in the room that may otherwise be stifled by structure. One of the best ways to do this is to break the group into individual work, pairs, and trios. Kaner (2007) suggests these methods to boost energy and keep participation flowing. There are multiple participation formats that can
encourage full participation in a structured environment, and facilitators can be flexible in regards to which they draw upon during a program. Foley (2004) encourages facilitators to be lively, well prepared, and to be precise and clear.

Appreciative pedagogy stems from the process of Appreciative Inquiry (AI), but wherein AI typically revolves around an organization, appreciative pedagogy can be shorter in nature and can lend itself better to classroom and small-group settings (Yballe & O'Connor, 2000). Appreciative pedagogy incorporates the discussion and honoring of personal experiences that embody success so participants are able to leverage past experiences and positivity to project and craft a positive future (Yballe & O'Connor, 2004). Yballe and Connor (2000) highlight an exercise wherein students were asked to identify their ideal manager and the qualities that made them so. They then broke into small-groups to discuss their ideal managers, build a shared list, and then elect someone from each group to present to the classroom. Their results using appreciative pedagogy indicate that the use of a safe and supportive learning environment was helpful, and that participants provided meaningful and relevant contributions. Further, the responses they provide were relevant to literature on leadership concepts. According to their findings, the use of Appreciative Pedagogy helped participants be energized, engaged, and positive about their futures.

**Program Evaluation**

Program evaluations can be very helpful in improving programs, reporting to stakeholders, educating participants, or providing greater insight into the program itself (Baughman, Boyd, & Franz, 2012). Through the formal evaluation process, data is collected and a judgment is made as a result (Mertens & Wilson, 2012). The purpose of the evaluation can be: formative, which leads to program improvement; summative, which is based upon evaluating
program outcomes; or developmental, which permits the continuous improvement of a program while allowing for reporting post-program on outcomes (Patton, 1996). Program evaluations are often conducted as a result of an accountability effort to a funder. However, evaluations that are based on requirements for accountability do not necessarily lead to good program improvement (Baughman, Boyd & Franz, 2012). Typically, evaluations of non-formal programs are focused on financial components or specific areas that relate to the program staff. They often do not focus on the participant learning and evaluation (Norland, 2006).

Leadership development evaluations should focus on how well outcomes are achieved as an indication of efficacy and identify whether revision is needed (Leskiw & Singh, 2007). They should also be ingrained within the program (Martineau, 2004). A complete evaluation should include many methods and samplings, input from stakeholders, data collection and methods that cross learning styles, and should span different contexts and times (Fenwick & Parsons, 2000). Evaluators can be external to the program or they can be internal program staff. The benefits to having an internal evaluator are that they are involved in the process from the beginning to the end and can fulfill roles such as facilitator, context expert and educator, and internal adviser. However, an internal evaluator can also be too invested in the content (Wiltz, 2005).

Participatory evaluation often includes dialogue between the evaluators and the participants (Garaway, 1995; Mertens & Wilson, 2012). Dialogue often coincides with reflection, and reflection can lead to empowerment among participants (Mertens & Wilson, 2012). Additionally, reflection and dialogue can enlighten participants on certain issues (van der Merwe & Albertyn, 2009). Adult learning theory posits that reflective dialogue can nurture transformation (Foley, 2004). The importance on dialogue, reflection, and awareness of one’s
perceptions is supported by the constructivist paradigm wherein the axiological assumption is that understanding of one’s values can lead to transformation (Mertens & Wilson, 2012).

Adult learning theory also posits that knowledge is created when connections with new knowledge are made to pre-existing concepts (Asubel, 1967 as cited in Merriam, Caffarella, & Baumgartner, 2007). With the reliance on dialogue and reflection in participatory learning experiences and participatory evaluations, new knowledge is often created. This is additionally underscored by the epistemological assumption of the constructivist paradigm that new knowledge is created through discussion. The ontology of this paradigm asserts that multiple realities can exist, as is dictated by the individual’s perception and process (Mertens & Wilson, 2012). Given that participatory models encourage reflection and dialogue that builds off of pre-existing concepts of each individual, the resulting knowledge would be unique to each individual as is determined by their original state.

The use of the constructivist paradigm guides the selection of methods for this evaluation. Quantitative methods that deceive participants do not support the premise of minimizing power differentials between evaluator and participants, and thus deception is not used. The use of mixed methods lends itself to a transformative participatory evaluation because it fosters dialogue between evaluator and facilitator, and it can leverage the use of quantitative data to support claims. Additionally, quantitative data may be easier for participants and stakeholders to interpret (Mertens, 2010).

**Theoretical Framework**

The theoretical framework supporting the program described in this paper is based on a theory of learning development developed by van Linden and Fertman (1998) and expanded on by Ricketts and Rudd (2002). While this theory was designed for adolescents, the original
authors indicate it can be applied to adults. The expanded theory identifies the stages of learning in leadership development: awareness, interaction, and integration (originally mastery). The first stage, awareness, operates on the premise that participants have not actively thought about leadership concepts and works to educate them on leadership qualities and characteristics. The next level, interaction, is based on the assumption that students begin to think of themselves as leaders, reflect on their qualities, and continue to learn more about leadership in general. The final stage, integration, is when students are able to synthesize their learning and work to improve their leadership abilities. Van Linden and Fertman (1998) and Ricketts and Rudd (2002) indicate five dimensions of leadership development, of which the scope of the program will focus on two: leadership information and leadership attitude (Figure 2.2).
Adolescents may have leadership defined for them externally by society; in the first stage leadership needs to be reframed for participants such that they are able to define it for themselves through the use of activities and discussions (van Linden & Fertman, 1998). It is integral to this component that participants recognize leadership is a part of them naturally and is detached from tasks or authority (Klau, 2006). This is done by explaining the importance of leadership...
development as an investment in their future, emphasizing a safe place to discuss leadership and
reflect, and to uphold certain behavior standards (van Linden & Fertman, 1998). Facilitating the
participants to become invested in their own development is also related to andragogy, the study
of adult learning in terms of participants feeling a “need to know”; adults need to understand the
purpose of education in order to be invested in the process (Knowles, 1973). This need to know
is achieved through a more directive teaching style in terms of delivering to participants’ rules,
program expectations, and an introduction that outlines why and how learners are expected to
participate. Exercises focused on identifying different leaders and the qualities that make them
leaders are intended to assist participants in recognizing and analyzing differences among leaders
and to recognize that leadership does not have to be related to tasks or authority.

The exercises intended to address the interaction stage continue to build on the
participatory nature. During this stage, participants begin to identify as leaders, but still need
guidance as they fully reflect and process (van Linden & Fertman, 1998). As such, participants
are asked to identify a time when they exhibited leadership in the last 12-months and to identify
and discuss the qualities they exhibited. They are asked to share with the group, and the
facilitator leads a discussion related to the qualities they used. The exercise encourages
participants to think of themselves as leaders and to reflect on their leadership, but while still
maintaining a level of guidance (van Linden & Fertman, 1998).

The case study exercise allows participants to practice using their leadership information,
attitude, and skills that they have internalized to address the integration stage of learning. Van
Linden and Fertman (1998) indicate that this stage focuses on one area in the participant’s life,
and in this instance we focus on their leadership during the course of camp. There are times
during the integration phase wherein participants need guidance, support, and redirection and the
camp administration is able to guide, provide feedback, and facilitate this when needed so that participants are using and improving their skills as they lead. (See Figures 1.1 and 2.2).

**Conclusion**

Gender stereotypes and roles are prescribed onto the female and male genders from youth through adolescence and into adulthood (Bowling, Zimmerman, & Daniels, 2000). These prescriptions lead to expectations for how women and men will act and what roles they will play. Women are expected to exude qualities and behaviors that are consistent with the female stereotype of communally-oriented; while, men are expected to act in accordance with the male agentic stereotype (Eagly & Karau, Role congruity theory of prejudice toward female leaders, 2002). When this female stereotype involves being nice, compliant, and cooperative, women may censor themselves to avoid upsetting others. This censorship leads to a loss of voice, which leads to disempowerment. Leadership and disempowerment do not go hand-in-hand (Hoyt & Kennedy, 2008).

When women do take on leadership roles or exhibit leadership behaviors, it creates a double-discrimination process. First, women are not considered to possess necessary agentic leadership qualities; and second, the role of leader is inconsistent with the submissive role stereotype. As such, when women exhibit leadership qualities or take a leadership role, they are evaluated more harshly (Eagly & Karau, 2002).

Training interventions that define leadership broadly create a more inclusive definition of leadership within which more women can self-identify (Hoyt & Kennedy, 2008). The fostering of a safe and supportive female environment can lend itself to the development of authentic voice and empowerment. Additionally, the opportunity to analyze personal experiences through
a positive lens, and practice leadership skills within a safe environment, enables participants to improve upon their future as leaders from a positive foundation (Yballe & O'Connor, 2004).
CHAPTER THREE: METHODOLOGY

This evaluation adhered to principles of Participatory Action Research (PAR). The format of the training and the ensuing evaluation follows the process of PAR in that participants question and co-investigate an issue, which in this case was leadership. Through this investigation, there is heavy reliance on participant reflection to foster self-awareness (McIntyre, 2007). Using the outputs of their investigation, participants plan for their own leadership within two meaningful contexts: their role during camp and beyond by answering questions on a survey. This planning is then implemented by the participants following the training during camp and in their lives (McIntyre, 2007). For additional planning, participants created mission statements that serve as their plans for the future. These mission statements were encouraged to be reflected upon, reviewed, and revised as needed going forward. This action and revision is additionally an element of PAR (Boyd & Bright, 2007). Unfortunately, given the scope of this project it was not possible for the implementation or revision of mission statements to be evaluated.

A participatory process that relies on collaboration between the researcher and participants is important to PAR (Greenwood, 1993). In this vein, the training and evaluation were co-created with three of the camp administrators who also served as participants. Co-creation with the entire group was not feasible as the sample was not fully identified until a few weeks prior to the training. Another basic tenet, used the participants as the knowledge experts within the project (Greenwood, 1993). This is reflected by the use of a Socratic seminar wherein the facilitator’s participation was to prompt and contribute only when appropriate. The knowledge was derived directly from the participants’ discussions; however, it is important to acknowledge that the facilitator inevitably contributed to the collective knowledge generation through facilitation. This collaborative knowledge creation between facilitator and participants is
another important component of PAR (Greenwood, 1993). Throughout the entire training, participants were challenged to reflect on themselves and on others with the intent of fostering individual change (McIntyre, 2007). Recognizing the limits in the time spent with participants, it was not possible to fully engage in the PAR process. However, it is not essential to mandatory for every project to exhibit the entire range of participation for PAR. Since participation grows over time, the limitation of the training to 3-hours means that the level of participation was also limited (Greenwood, 1993).

When leadership development interventions foster a leadership definition that is more inclusive, more women may begin to self-identify as leaders (Hoyt & Kennedy, 2008). Methodology for such an intervention can include: appreciative pedagogy/inquiry, dialogue, reflection, and opportunities to practice leadership within a safe and supportive environment. These methods are supported by a participatory format that includes a facilitator to guide discussion (Kaner, 2007). This format removes the facilitator as an expert in the room and encourages the participants to learn through discussions with one another (Foley, 2004). For female participants, a single-sex environment helps to increase confidence and feel more comfortable using their voice, which may contribute to their empowerment as leaders (Rorem & Bajaj, 2012). Through the process of practicing leadership they model skills to use in the future and ideally become more comfortable at employing these skills and strategies during camp and in their lives (Archard, 2013b).

The questions and methodology below outline the process by which participants will investigate and develop a more comprehensive understanding of leadership under which they can self-identify as leaders and practice using their leadership skills. It delves further into the research questions guiding the case study evaluation, the population and sample attending the
training, the camp itself, and then specific programmatic elements from the workshop. Finally, the process by which data is collected and analyzed to evaluate the training is outlined.

**Research Questions**

The purpose of this case study was to evaluate a leadership development workshop for camp counselors for a camp geared toward empowering young girls. The evaluation of this workshop is guided by three evaluation questions:

1. Does discussion of leadership qualities enable participants to acknowledge both masculine (traditional) and feminine (non-traditional) leadership qualities?
2. Does discussion of leadership experiences increase empowerment to self-identify as a leader?
3. What impact did this experience have on participants’ ability to improve and employ leadership?

This evaluation is formative and summative as it will be informative for future leadership training improvements by evaluating whether the training objectives were met (Patton, 1996). The evaluation is further guided by the ontological paradigm that there are multiple realities that are created by reflection and interaction. The axiological assumption guiding this evaluation is that understanding others can lead to a personal transformation (Mertens & Wilson, 2012). Further, the axiological underpinnings are that the participants are the owners of the knowledge. Recognizing that there is a need to collect data for analysis, the posters created by small-groups were collected. Responses to the surveys were also collected rather than having participants hold onto them. In the spirit of PAR, participants held onto their own mission statements for leadership so they and they alone owned their own leadership definition and plans for leading in the future.
Population and Sample

The targeted population were women, ages 16 and up, from the Roanoke community. Occupations represented were: musician, marketing, psychology, education, non-profit, hardware assembler/software programmer, and full-time students. The training was designed for both the teen mentors and adult volunteers. This was the targeted population because women can experience a loss of voice that manifests in a disempowerment starting at adolescence.

The sample was a group of 17 women volunteers from the community. They were recruited by the camp to serve as camp counselors, and were vetted by background checks through the state of Virginia. The volunteers ranged in age from 18-57 and represented occupations such as students, Psychologists, communication managers, professors, and self-employed musicians/artists. When collecting demographic data, there was an 88% response rate ($n = 15$). Testimonials were matched to demographic data, and pseudonyms were substituted for participant names.

Girls Rock! Roanoke

Girls Rock! Roanoke is a local camp under the international Girls Rock! camp umbrella. Each summer, two week-long sessions are held for campers. The first for girls aged 8-11 and the second known as “teen camp” for girls aged 12-16. The camp is community-based and volunteer-led. Many of the volunteers have a passion for music and believe in the mission of developing young girls’ voice, confidence, creativity, and agency. This program is specific to empowerment of the campers and preparing the mentors and volunteers to serve as role models for that empowerment.

The camp relies on two kinds of volunteers: teen mentors and adult volunteers. The camp tends to combine them all into the category of “volunteers,” but the teen mentors serve as
assistants to the adult volunteers. Even as assistants, the teen mentors have direct contact and do supervise campers, at times. The teen mentors are not called upon for teen camp due to the very limited age difference. However, the age difference between the youngest teen mentor at 16 and the oldest camper at 11 is marginal. They may be having similar life experiences and are likely exposed to the same societal messages about how girls should behave and act. As a result, the training workshop was developed to provide teen mentors with the tools needed to model an empowered female leader, but also to encourage empowerment among the campers.

In the same vein, the adult volunteers could be as young as 18. Turning 18 does not make a woman immune to societal pressures and influences she may have experienced for most of her life. The volunteers provide supervision of the girl campers. They lead and support bands, mediate interpersonal conflict between campers, help resolve creative disputes, lead workshops during the camp, and act as mentors. Thus, it was important to prepare the teen and adult volunteers to understand the campers, to operate within appropriate guidelines and boundaries, assist with conflict and problem solving, and to become leaders.

For both groups within the training, what was of upmost importance was to train them on the camp’s mission and ground rules, to assist them in understanding the girls’ experiences at camp, and to train them on concepts that they could then incorporate into their roles as volunteers to better support the empowerment of the young girls to use their voice and to realize their ability to enact change (Figure 3.1). The conceptual model was informed by the logic model for this project (Appendix E).
Figure 3.1. Conceptual model of leadership development training’s effect on Girls Rock! Roanoke.
The Training Workshop

As previously stated, disempowerment does not automatically stop for women at the age of 18. Influences and pressures that manifested throughout their lifetime may and do persist into adulthood (Brown & Gilligan, 1993). For women who are not on a typical career path or climbing the executive ladder, they may not participate in leadership development training, and community leadership development trainings do not always develop leadership skills. Additionally, should they participate in leadership development training, the objectives or outcomes may be specific to another organization’s culture or needs. Many female managers or executive women may have adapted their leadership style in order to become a good fit for their organization’s culture in order to be hired and succeed (Eagly, 2007; Van Engen, Leeden, & Willemsen, 2001). This training is specific to the camp’s mission of empowerment of young girls, and to leverage feminist theory. Literature suggests that women executives have learned to adapt their leadership styles in order to be hired, thrive, and be promoted. Thus, women who were members of the community may be less likely to have adapted their leadership styles to fit a masculine or dominant culture (Eagly, 2007; Van Engen, Leeden, & Willemsen, 2001), thus providing a rationale for having a community-based leadership development training. However, some community-based leadership development programs aim to change women’s styles to align with the successful masculine style, which does not necessarily lead to successful leadership for women (Ely, Herminia, & Kolb, 2011).

For the purpose of evaluating the workshop, a purposive sample of adult volunteers and teen mentors who serve as counselors at Girls Rock! Roanoke were used. Volunteers were solicited by the camp independently and participated in the leadership development workshop as part of their training as camp counselors. The criteria were that the participants pass a
background check and be at least 16-years of age. Participants who declined to participate in the
evaluation of the workshop were able to participate fully in the training, but the data used for
evaluation was not collected from them. Although participation in the evaluation was not a
requirement, the training was required for all volunteers as part of their leadership role within the
camp. The volunteers and teen mentors also attended a volunteer orientation in conjunction
within the leadership development training that detailed more about the camp, its mission, and
rules. The two components were interwoven throughout the curriculum. The entire training
lasted 3-hours in time. The overall design of the program was icebreakers; introduction;
awareness of leadership where leadership was discussed as a concept; interaction where
leadership was discussed personally; and integration where focus was on improvement of
leadership. Within each component, camp rules, guidelines, and suggestions were also
incorporated. The objectives of the workshop were to:

1. To assist participants to be able to recognize and acknowledge both masculine and
   feminine leadership qualities;
2. Increase empowerment of participants to self-identify as leaders regardless of a
   position of authority; and
3. Assist participants in developing leadership skills and strategies to be employed
during camp.

The training was conducted with the use of three facilitators who guided the participants
through curriculum and a list of activities (Appendix D). Two facilitators were camp
administrators, and they led the portions related to camp rules, guidelines, behavior, and the final
debrief. The other facilitator led the leadership development activities. The curriculum, as an
intervention, was based in appreciative inquiry, where participants acknowledge positive leadership, discuss positive experiences, and practice using leadership skills.

The program began with two icebreakers. The first was a True Colors exercise, where participants filled out a questionnaire that revealed some elements about their personality and communication style. Following that, participants introduced themselves and their preferred gender pronoun. The camp’s mission was introduced, which outlined the empowerment and development of voice for campers. A “call” was used to introduce the volunteers to a chant they use during camp to gather the girl’s attention, wherein volunteers yell “hey girls! What’s your instrument” and the campers respond “it’s my voice!” This transitioned into the last icebreaker called “scream circle,” where participants gather in a circle and take turns screaming however they wanted. The activity was designed to loosen voices and assist participants in recognizing that using their voice is acceptable and encouraged. Scream circle is also an exercise that the volunteers do with the campers, so it was essential that they felt comfortable.

After icebreakers, the facilitator delivered rules of the program and camp. One of the rules instructed volunteers to never tell the girls during camp to lower their voices or to stop making noise. The intention is to combat the societal influence that girls should be quiet. By never encouraging them to silent, the volunteers increase usage of voice and thus self-esteem and empowerment.

The next activity, Name that Leader prompted the participants to identify a leader and the qualities that make them a leader. Participants reflected on a leader and the leadership qualities they possess. As a result, ideally participants should have been better able to recognize qualities they consider to be indicative of leadership. It was also designed to challenge participants to identify leadership qualities that are both feminine and masculine. Following the individual
reflection, participants were divided into four groups where they collectively discussed and wrote on a poster the leadership qualities they identified. Following the small-group discussions, each group presented their poster to the entire group. Following Name that Leader, camp administration detailed guidelines related to boundaries, respect, and peer-accountability.

This led into a personal leadership discussion where participants were asked to think of times where they exhibited leadership qualities and to describe a specific moment in their lives when they used leadership skills (regardless of whether they held a position of authority). This was intended to assist participants in recognizing that leadership can and does occur regardless of holding a position of authority. Participants discussed their experience with the entire group. The camp administration then delivered suggestions and guidelines for dealing with issues related to behavior.

Participants then practiced the leadership skills discussed by dealing with situations that simulated decisions they may have to make or situations that they may encounter during camp. The situations were based off of the rules, guidelines, and situations that were either shared with the facilitator or observed the year before during camp. This was in an effort to assist participants in developing or using leadership skills in advance of the camp so that once camp arrived they were more comfortable and able to exhibit a range of leadership skills.

The program was summarized when participants were asked to craft a mission statement by writing on a notecard how they defined leadership for themselves and how they would use leadership in the future. They were instructed to take this card with them as a reminder in their lives. Finally, one of the camp administrators who is a trained Psychologist asked participants to describe how they felt following the workshop. They were then asked to fill out a survey that requested their feedback on the training, their experiences, and their perceptions on leadership.
Data Collection

Using an Appreciative Inquiry (AI) approach, data were collected in the form of small-group posters, individual testimonials, and survey responses to open-ended questions. Post-camp interviews with camp administration that included open-ended questions were also conducted to collect secondary data. Appendix B includes the data collection plan as it aligns with each training objective and the respective indicators for those objectives.

Appreciative Inquiry

AI is a technique of participatory evaluation. It begins with participants discussing successful experiences, identifying the common themes among those experiences and stories, and creating a plan for the future to make those experiences occur more often (Catsambas & Webb, 2003; Coghlan, Preskill, & Catsambas, 2003). The use of AI blends well with the use of PAR. Wherein, PAR focuses on challenges or weaknesses, AI is able to focus on positives and strengths (Boyd & Bright, 2007).

AI is guided by five principles outlined by Cooperrider and Whitney (2001). The first, the Constructivist Principle outlines that multiple realities exist due to individual’s unique perspectives and the mutual understanding and knowledge that is co-created through dialogue. Given that appreciative inquiry is a participative evaluation technique, it is natural for the first principle to be of a constructivist nature as participative evaluation is aligned with the constructivist paradigm (Mertens & Wilson, 2012). The second, Principle of Simultaneity asserts that the process of inquiring into participant’s experiences is inherently an intervention, “inquiry is intervention” (Cooperrider & Whitney, 2001, p. 15). The third, Poetic Principle lends itself to the process inquiring about any aspect or component. It resists the statement that organizations and people are concrete, but rather are created between the organization and those who interact
with it. The fourth, *Anticipatory Principle* posits that the future is created out of what is imagined through the inquiry process. Thus, a positive future will emerge from the imagining of just that. The final, *Positive Principle*, asserts that participant change or transformation is augmented by positivity and development of social capital. Using these two techniques, participants become more invested, excited, and engaged in the process of changing and creating something new together (Coghlan, Preskill, & Catsambas, 2003; Cooperrider & Whitney, 2001).

The process of Al has been outlined in a four step model called the 4-D model (see figure 3.2). This 4-D model begins with *Discovery*, followed by *Dream*, *Design* and lastly *Destiny*. The Discovery stage includes interviews and dialogue surrounding personal experiences of success. The Dream phase builds off of the destiny phase to envision for the future using the positive and successful past experiences. The Design phase takes the imagined future from the dream phase and plans for its execution. Finally, the Destiny phase is the actual execution of the design phase. This model is a closed circle as it is a continual process of which participants revisit and revise (Coghlan, Preskill, & Catsambas, 2003; Cooperrider & Whitney, 2001).

**Appreciative Inquiry “4-D” Cycle**

![4-D Model Diagram]

- **Discovery**: “What gives life?” (the best of what is) *Appreciating*
- **Dream**: “What might be?” (What is the world calling for?) *Envisioning Results*
- **Design**: “What should be—the ideal?” *Co-constructing*
- **Destiny**: “How to empower, learn and adjust/improve?” *Sustaining*
At the beginning of the program, participants were asked to reflect on personal experiences of leadership. They were then asked to describe to the group their leadership experience. This exercise was intended to serve as a Discovery phase. Data from this phase was collected using testimonials. For the Dream phase, participants were asked on the survey to identify leadership skills that they will use in camp and then beyond camp in their lives. The surveys serve as data to indicate how they are envisioning their future using leadership skills. For the Design phase, participants wrote a leadership mission statement. Each participant took this mission statement with them, which they could refer to during camp and beyond for how they envision their leadership taking form. Since participants took these mission statements with them, they were not part of data collection. Finally, for the Destiny phase participants exhibit leadership during camp. This serves as the opportunity for them to execute the leadership mission statement they crafted during the Design phase. Post-camp interviews serve as one method to capture execution of leadership.

Data Analysis

The data analysis was conducted by observing indicators and by identifying themes among the participant responses. For each objective, I looked for indicators that would suggest the objective had been achieved. Aside from indicators, program materials were analyzed.

For research question one, the responses from the group posters were used to identify themes. During the discussion of each poster, the groups indicated the type of person that was identified as a leader (such as teacher or parent). This allowed for analysis of common leader types by counting frequencies. Responses were also analyzed for feminine, masculine, or
androgynous leadership qualities. The survey included a Likert-scale where participants noted to what degree their perceptions of leadership had changed. Scores ranged from a 5 (a lot) to a 1 (not at all) and frequencies were reported.

For research question two, participants were asked if their opinion of their leadership had changed in a yes or no format. Answers to this question were counted for frequencies. Testimonials from personal leadership discussions were analyzed to identify themes and to identify feminine, masculine, or androgynous leadership qualities. These qualities were identified using the literature that informed masculine and feminine leadership definitions (Abele 2003; Eagly & Karau, 2002). Qualities of transformational leadership were also identified as androgynous (Bass, 1991). Those feminine or masculine qualities that overlapped with androgynous were coded as either feminine or masculine. Other responses from the debriefing, testimonials, and items on the survey were used to identify themes of empowerment, authority, and transformational leadership.

For research question three, after the case studies each group shared their responses to their scenario. Testimonials from each group were recorded to analyze for themes. From the survey, participants noted they would use specific leadership qualities in camp and in life post-camp. These responses were analyzed for feminine and masculine leadership qualities. Themes were also identified from the testimonial data collected during the debriefing. Finally, testimonials from the camp’s administration were reviewed as informative for areas of improvement to the training. Only two administrators provided interview responses, which did not lend itself to an analysis.
Quality

The researcher ensured credibility of the study by taking materials and responses directly from the participants. To ensure confirmability, the raw data is included (Appendix F), and a description of the analysis is outlined in this work. This lends itself to trustworthiness and authenticity of the work (Klenke, 2008). Peer-debriefing was performed using my thesis co-chair. I strived for reflexivity throughout the process, working to reflect and challenge any of my potential biases throughout the entire project. Triangulation was attempted, when possible through the use of multiple data points for each research questions, using both survey data and testimonials from the program to answer similar questions.

Reflexivity Statement

Philosophically, I believe that knowledge is created through discussion and reflection. I believe in the participatory process wherein each individual owns his or her own unique experience, knowledge, and perspectives. These experiences are changed further through the combination of multiple experiences, knowledge, and perspectives. Each individual’s perspective and interpretation molds their interpretations of reality and knowledge, but it is also co-created collectively through interaction. This constructivist leaning seeps into the design of the program. My preference for feminist critical theory and the use of PAR guides the format of the training to minimize the power differentials between evaluator and participants. The majority of the methodology is qualitative; and although a survey was used, the questions were open-ended in an attempt to mimic an interview, and to foster a dialogue between evaluator and participant. The collection of program materials directly from the participants and testimonials tries to capture the participant perspective, experience, and knowledge. Following the training, the camp director will be sent the work in its entirety. Any publications will also be provided to the camp director.
While most of the original data were kept for analysis, participants retained their personal mission statements as it was important for them to have full ownership over these items.

My experience as a woman, as a graduate of an all-women’s undergraduate institution, and as a feminist serves as a backdrop for this research. While every attempt was made to exclude bias from this work, I recognize that it is impossible. It was difficult not to use the objectives as guidelines for identification of themes, which could potentially lead to confirmation bias.
Chapter Four: Results

Introduction

The results presented below are the findings from the leadership development workshop for adult volunteers at Girls Rock! Roanoke. The workshop intended to raise awareness about feminine and masculine leadership, provide opportunities for the participants to reflect on leaders in their lives and the qualities that make them so, to identify and discuss personal leadership experiences, and to practice leadership skills to use during camp.

Findings

Seventeen female adult community members participated, and sixteen completed the post-training survey. The workshop went smoothly and mostly according to the curriculum with one shortening the Personal Leadership Discussion activity (Appendix G). Participants were engaged, asking questions, and contributing to the activities. The majority of participants indicated their opinions of leadership changed as a result of the workshop (Figure 4.1). Each research question is discussed in greater detail below. Testimonials are provided using pseudonyms.

![Change in Leadership Opinions](image)

Figure 4.1 Change in Leadership Opinions ($n = 16$).
Research Question One

Research question one sought to determine if discussion of leadership qualities enabled participants to acknowledge both masculine (traditional) and feminine (non-traditional) leadership qualities.

After reflecting on a leader and their qualities, participants then moved into 4 separate small discussion groups to collaboratively create a list of leaders and leadership qualities. Common qualities that emerged were positive \((n = 3)\), supportive \((n = 3)\), organized \((n = 2)\), good listener \((n = 2)\), encouraging \((n = 2)\), hardworking \((n = 2)\), creative \((n = 2)\), and assertive \((n = 2)\) (Figure 4.1). Other qualities listed by groups were: passionate, ambitious, thankful, confident, independent, leads by example, a do-er, complex thinker, problem solver, helpful, everyday people, stands up for beliefs, outspoken, patient, true to self, visionary, thoughtful, purposeful, trustworthy, ingenuous, consistent, encouraging of autonomy, understanding, open, self-reflexive, quirky, kind, humorous, fearless, intelligence, grace and strength, empathetic, compassionate, willing to do dirty work, non-judgmental, and enthusiastic. The frequency of the qualities disaggregated by gender (feminine, masculine, and androgynous) are also listed (Figure 4.3). The qualities were grouped into feminine and masculine leadership according to scholarship on the perceptions of leadership qualities by gender (Abele, 2003; Eagly & Karau, 2002). The qualities grouped into androgynous leadership were in line with Transformational Leadership (Bass, 1991). Qualities that fell as both feminine and androgynous or masculine and androgynous were grouped into the feminine or masculine terms.
Within the same small-groups, participants discussed the type of leaders they identified. Many participants named leaders in authority positions, such as boss, parental figure, or a teacher (Table 4.1). Two participants identified artists, and one participate identified a coworker.

Table 4.1

Type of Leaders Identified during Small-group Discussions
A few testimonials during debriefing spoke to an awareness of others’ leadership and the group itself. They were:

- [I have an] awareness of others
- Powerful from us
- Impressed with everyone in the room, different leadership in our own way
- Total aw
- [I’ve] just been being a sponge [absorbing] leadership

**Research Question Two**

Research question two sought to determine if discussion of leadership experiences increased empowerment to self-identify as a leader. Thirteen participants noted that they learned something new about themselves as a leader ($n = 16$). Several participants had trouble thinking of a time that they led, but after thinking about it they were able to. Listed below are what some participants had to say about their leadership experiences within the last 12-months:

- “[It was] hard to figure out a time in the last 12-months that I’ve led, because I’m not doing social work anymore, and I’m just a musician. My 18-year old daughter has decided to move out and 6-hours away. I support my daughter to be independent, and be positive and help prepare her. My daughter is strong-willed, independent, and stubborn
like her mom. [I have to] set limitations on myself to be supportive” - Marjorie, 39, Musician, 1st year at camp

• “When asked to think about times when I showed leadership in the last 12 months. At first I couldn't then [I] realized that there were numerous times…related to Girls Rock” - Barbara, 57, Musician, 1st year at camp

• “I can be a leader without having to lead a group; several ways to exhibit leadership that I already do; [and] several ways that I can improve on” - Marjorie, 39, Musician, 1st year at camp

Listed below are responses from participants that indicate their perceptions of leadership and authority, and that they can identify as a leader regardless of position of authority:

• “You can be a leader of yourself as well as leading others” - Laura, 32, Musician/Office Assistant, 2nd year at camp

• “You are a leader no matter who you are” - Erin, 18, Student, 2nd year at camp

• “I can be a leader to myself [and] I can be a leader when I don't realize I am being one” - Helen, 20, Student, 1st year at camp

Others that provided leadership experiences led using skills that are typically associated with transformational leadership, such as individualized consideration or inspirational motivation. This finding was supported by the following statements.

• “In a band and I’m the only woman. It’s a struggle with leadership, even though I have possession of creative control. I think, “Oh the guys will know better, I’m going to defer.” I don’t find myself to be a natural leader, but they look to me. So, I try to exemplify creative encouragement and tell myself “my ideas are just as good.” And I tell
the band members ‘I want to hear what you have to add.’ I pick contributions when they fit, and encourages others and myself’’ - Nancy, Age Unknown, Musician

• “I teach ESL to adult immigrants and have to lead the classes. Sometimes the participants get confused with seemingly simple activity. In moment of confusion they’re often self-conscious and I reassure them that it isn’t them. I redirect, encourage them, and am positive. I then improve on my method while supporting them in a secure place” - Judy, 39, Teacher/Musician, 2nd year at camp

• “Working in an all-women’s environment taught me to concentrate on the power of introverts. Cooperate and step back – leave space for others to grow” - Jenna, 34, Professor, 1st year at camp

• “I’m a music teacher. I guide and enable students. It’s hard to step back and let them find their own way. Give help when needed, struggle and grow on their own” - Karen, 56, Music Teacher, 2nd year at camp

• “I am a teacher at VCCS. I’m told I am a role model/mentor to students; I’m not doing anything intentional about it. I remind them of the positive future they hold” - Adrienne, 46, Psychologist, 2nd year at camp

The debriefing testimonials included numerous statements that conveyed excitement and a sense of power. Eight participants noted that at the end of the program they felt excited or powerful. Other responses included thankful/grateful (n = 3), awesome/cool, overwhelmed, and nervous. Thinking about the debriefing quotes, there seems to be some change, but it is unclear whether it is not entirely sure if it is from the training. Some example of the quotes are:

- Powerful from “us”
- Excited, awareness of others, overwhelmed, powerful
I had an idea of what’s expected here, but it’s a lot deeper. [I’m interested] to see what’s about to happen

Research Question Three

Research question three sought to describe the impact this experience had on participants’ ability to improve and employ leadership. Of the sixteen respondents, the majority ($n = 13$) learned something new about themselves as leaders. Furthermore, participants’ perspectives on leadership evolved to be more inclusive of an androgynous transformational style. Some of the captured responses were:

- “I used to think of leadership more as being assertive & outspoken, but this helped me consider patience [and] stepping back as a part of leadership as well”. - Judy, 39, Teacher/Musician, 2nd year at camp
- “I'm learning how to lead in a less vocal, action-oriented way [and] different leader qualities” - Lisa, 47, Professor, 2nd year at camp
- “Leadership can be quiet, being a quirky person is ok, [and] I need to start modeling proactivity” - Meredith, 30, Student, 2nd year at camp
- “Leading does not mean controlling [and] leading means supporting others as well” - Erin, 18, Student, 2nd year at camp
- “Does not mean I have to be outspoken and have all the ideas” - Helen, 20, Student, 1st year at camp
- “There are strengths in holding back as well as being assertive” - Sam, 32, Hardware assembler/software programmer, 1st year at camp
• “You don't have to be loud to be a leader, empathy is synonymous with being a good leader, [and] although introverted, I can still be a good leader when necessary” - Tina, 38, Dental Assistant, 2nd year at camp

• “Leadership [is] encouraging others, providing space for others to step forward, [and] allowing others to explore and become empowered through their personal exploration” - Barbara, 57, Musician, 1st year at camp

This experience provided participants an opportunity to practice leadership by simulating situations during camp that would require their leadership. The responses to situations were mainly transformational (see Table 4.2). More information about this activity and the responses are included in Appendix F.

Table 4.2
Simulation Topic and Responses

<table>
<thead>
<tr>
<th>Simulation Topic</th>
<th>Group Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>In-group fighting over music choices</td>
<td>Encouraging compromise, facilitate conversation, come to compromise</td>
</tr>
<tr>
<td></td>
<td>Deal with meanness</td>
</tr>
<tr>
<td></td>
<td>Stop group, break, gather group, discuss feelings on issues, like how they feel when interruptions happen</td>
</tr>
<tr>
<td>Campers being exclusive of one girl</td>
<td>One volunteer to go talk to the camper to engage her and see if she wants to be included.</td>
</tr>
<tr>
<td></td>
<td>Organize an icebreaker that’s casual.</td>
</tr>
<tr>
<td></td>
<td>Upset situation – ouch and oops. If that doesn’t work have them explain why they’re upset, take break, work it out together.</td>
</tr>
<tr>
<td>Volunteer/camper boundaries. Camper jumps into counselor’s lap</td>
<td>Address behavior with camper of jumping into lap</td>
</tr>
<tr>
<td></td>
<td>Reframe the situation “how can you show me if I can’t see what you’re doing?”</td>
</tr>
<tr>
<td></td>
<td>Get camper comfortable them bring her into group</td>
</tr>
<tr>
<td>Insecurities/negative self-talk of campers/stage freight</td>
<td>Initiate an icebreaker to increase comfort.</td>
</tr>
<tr>
<td></td>
<td>Address negative self-talk by reframing to ask what positive thing they like about themselves,</td>
</tr>
<tr>
<td></td>
<td>To combat stage freight, have girls focus on 1 spot to overcome thinking about what others think</td>
</tr>
</tbody>
</table>
Volunteer hampering creativity/individuality of camper
– Help the girl who picked up the other girls idea find her own idea
– Talk to volunteer who squished creativity
– Help girl to express herself in a way she’s comfortable

Participants provided 3-5 leadership qualities that they planned to use in their role as volunteers (n = 16). Once again, the responses were predominantly feminine. The frequently mentioned responses were: encouraging (n = 8), listening skills (n = 6), positive (n = 6), supportive (n = 5), self-reflexive (n = 3), patience (n = 2), compassion (n = 2), empathy (n = 2), open to alternate views (n = 2), confidence (n = 2), and passion (n = 2) (Figure 4.4). Other responses included, having a voice, purposeful, creating space for others to shine, quiet mindfulness, that it’s all about fun this week, assertive, selflessness, respect my individual style, inclusive, helpful, trustworthy, conflict resolver, identify needs, encouraging of listening.

Figure 4.4 Frequency of common leadership qualities planned to use during camp (n = 16).
For those qualities participants planned to use in their life in the next year or two (n=16), masculine qualities were mentioned most often, and androgynous second. The common responses were: *Assertiveness/speaking up/standing up* (n = 11), *confidence* (n = 5), *positive* (n = 4), *stepping back* (n = 4), *listening* (n = 3), *self-reflexive* (n = 2), *encouraging* (n = 2), *passion* (n = 2), and *supportive* (n = 2). Other responses were: be more aware of my actions/words can impact others in my relationships, willing to make difficult decisions, continued mindfulness, open to alternate views, decisiveness, modeling, self-care for personal needs, respect my individual style, patience, quiet strength/depth, leading myself in a positive & encouraging manner, identify needs, empathy & genuine belief in others capabilities, balance of sense of humor and practicality (Figure 4.4).

![Leadership Qualities Planned to Use in the Next 1-2 Years](chart)

**Figure 4.5** Frequency of common leadership qualities planned to use in life in the next year or two (n = 16).
The camp administrators provided information that leadership was observed, but one administrator gave an example of a specific time when leadership was not exhibited. More information on their responses is provided in Appendix E.

- Camp Administrator 1: “They all just seemed to really step up and do what was needed to be done without a lot of direction”

- Camp Administrator 2: “From my experience, I think the volunteers were much more on top of things this year. Much of that is benefit of experience, as even the new volunteers were involved with others who had been there last year. I saw much better physical boundaries with the girls”

- Camp Administrator 2: “In one of the younger girls’ workshop, I had two girls who were off task and talking/distracting others while I was talking. I intervened, but I would have appreciated some band leader assistance as the behavior continued”
CHAPTER FIVE: CONCLUSIONS

Introduction

This training sought to prepare volunteers for their roles with Girls Rock! Roanoke, a volunteer-run empowerment camp that uses composing and performing music as the context. In order to support the camp’s mission of empowering young girls, it was important that the volunteers participate in leadership develop to assist them in acting as role models during the camp. The training was participatory, using a facilitator only as a guide for discussions rather than an instructor.

Three research questions guided the evaluation of this training. Research question one sought to identify whether discussion of leadership increased awareness of feminine and masculine leadership qualities. Research question two sought to determine if discussion of leadership experiences increase empowerment to self-identify as a leader. Research question three sought to describe the impact this experience had on participants’ ability to improve and employ leadership. Program materials and testimonials were collected throughout the training. An open-ended survey was administered at the end of the training to mimic interviews, and secondary data was collected from camp administrators following camp. From the data collected, themes were identified that addressed each research question.

One of the limitations of the program was the short-time frame of the actual training and how much change could be expected as a result. Observations during camp were only possible using the camp administrators, which does not provide a broad context to see how participants use leadership skills and strategies. Since the format of the workshop was participatory it is influenced greatly by those who participate. There were two university professors and two Psychologists in attendance who have greater experience, exposure, and potentially knowledge
related to leadership. Therefore, their contributions may have influenced others. Furthermore, due to the voluntary nature of the study, not all data from every workshop participant was captured, potentially leaving gaps in how individuals influenced the discussions and activities thus impacting the overall results. Finally, not all testimonials were linked to participants given the use of one evaluator who was also facilitating.

**Discussion**

**Research Question One**

Research question one sought to determine if discussion of leadership qualities enabled participants to acknowledge both masculine (traditional) and feminine (non-traditional) leadership qualities. Awareness of feminine and androgynous leadership was increased; however, it is unclear if awareness of masculine leadership was increased. The preference for feminine or androgynous leadership may have occurred due to the use of an all-female sample, which may be indicative of a female-leadership preference among women (Duehr, 2006). It could also be because women identify with the androgynous transformational leader due to gender role congruence (Eagly & Karau, 2002). Since an androgynous style lends itself to women leaders (see Rosette & Tost, 2010), it may be possible that more experienced female leaders influenced responses with their transformational styles. All in all, there was a clear leaning towards androgynous and feminine leadership qualities when participants identified leaders. This supports the recent advancements in scholarship that women no longer define leadership in masculine terms (Rosette & Tost, 2010; van Engen & Willemsen, 2004).

The all-female sample with more experienced female leaders may have influenced the group through positive reflection, peer-to-peer education, and open discussions (Foley, 2004; Yballe & Connor, 2004). The use of more experienced women as role models with an all-female
environment is a common tool for women’s leadership development (Latu, Mast, Lammers, & Bombari, 2013).

Participants noted that their awareness of others’ leadership was increased. A majority of participants indicated that their perceptions of leadership had shifted as a result of the workshop, and three participants noted that the most useful parts of the workshop were “listening and watching other leaders in action”, “discussions to increase awareness”, and “hearing the diversity of ideas and opinions in the group”. These testimonials demonstrate a shift in the awareness of participants’ on leadership, supporting the first phase of the theoretical framework (Ricketts & Rudd, 2002; Van Linden & Fertman, 1998). They also link to the self and critical awareness component of PAR (McIntyre, 2007). It is recommended that increased awareness of androgynous leadership be added to the training objectives to provide a well-rounded perspective on different leadership. To better increase awareness of feminine, androgynous, and masculine leadership specifically, and to help participants understand which qualities may have stereotypically gendered contexts, it is recommended that the training explicitly address stereotypes, gender and leadership to better raise awareness (Lovell, 2013). It is also recommended to collect data from the individual reflections that occur before the small-group discussion. However, future evaluators should consider the ethical ramifications of collecting original data from participants without providing copies. In line with PAR, it is advised to make copies of program materials and allow participants to own the data they co-create rather than the researcher owning it.

Research Question Two

Research question two sought to determine if discussion of leadership experiences increased empowerment to self-identify as a leader. Some participants already identified as a
leader. A few others, once challenged by AI to think of themselves as leaders, were able to identify a time they led, thus self-identifying. Three participants’ responses directly indicated that they could be leaders without authority. Challenging participants to think about leadership experiences and separating the concept from authority helps participants identify as a leader (Klau, 2006). Participants’ commentary on leading without authority marks a clear shift away from how the group mainly identified leaders of authority. This reported finding also supports the integration phase of the theoretical model, where participants begin to identify as leaders (Ricketts & Rudd, 2002; Van Linden & Fertman, 1998), and the phase in PAR for participants to become more self-aware through reflection (McIntyre, 2007). An appreciative approach may help participants view themselves as leaders because of the focus pertaining to a positive past leadership experience (Yballe & Connor, 2004). Many participants said they were excited and felt powerful following the training. Discussions and reflection support empowerment among adults (Mundel & Schugurensky, 2008; Merriam, Caffarella, & Baumgartner, 2007). This may support the claim of an increase in empowerment, enthusiasm, and preparedness among participants as a result of the training (Rorem & Bajaj, 2012; Hoyt & Kennedy, 2008; Bay-Cheng, Lewis, Stewart, & Malley, 2006). However, this claim should be taken marginally as it is difficult to identify the beginning states of empowerment, enthusiasm, and preparedness among participants. Further, no claims can be made about the sustainability of feelings of empowerment. That being said, whether or not they began empowered and enthusiastic, they finished that way. It is recommended that the training continue using an appreciative approach to permit participants to reflect on their own leadership experiences and to learn from others positive experiences. It is also recommended to review how to assess excitement, preparedness, and even empowerment at the beginning of the training to serve as a baseline. Finally, further
research on the sustainability of feelings of empowerment as a result of leadership development training should be conducted. More specifically, under what training conditions will participants feel empowered in other contexts related to leadership after training?

Those participants who provided examples of leadership did so using a transformational leadership style; more specifically, individualized consideration and inspirational motivation. Transformational leadership may be more common among female leaders (Eagly, Johannsen-Schmidt, & van Engen, 2003; Eagly & Karau, 2002; van Engen & Willemsen 2004). Women often use individualized consideration when leading (Gartzia & van Engen, 2012; Vinkenburg, van Engen, Eagly, & Johannesen-Schmidt, 2011). Inspirational motivation is common among men leaders and is helpful for promotion. In particular, women may benefit from combining individualized consideration and inspirational motivation (Vinkenburg, van Engen, Eagly, & Johannesen-Schmidt, 2011). No personal leadership examples given by participants were transactional or included masculine leadership qualities. This may be because the AI approach asked participants to think of a successful leadership experience, which narrowed their focus to specific instances that used transformational leadership because it tends to be a more effective, common, and advantageous style for women (Vinkenburg, van Engen, Eagly, & Johannesen-Schmidt, 2011; Duehr, 2006; van Engen & Willemsen 2004; Eagly, Johannsen-Schmidt, & van Engen, 2003; Eagly & Karau, 2002). This training focused on development of authentic leadership, which has linkages to the androgynous style of transformational leadership (Tzinerr & Barsheshet-Picke, 2014). Since, transformational leadership can be taught (Bass, 1991), future trainings may want to consider intentionally developing transformational volunteers.
Research Question Three

Research question three sought to describe the impact this experience had on participants’ ability to improve and employ leadership. The impact of the training was that the majority of the participants learned something new about themselves as leaders. This ties directly into PAR’s components of self-awareness and awareness of others (McIntyre, 2007). Given that the format of the training heavily relied on a participatory format of reflection, small and large group discussions, and simulated situations, this learning came from the participants themselves. Positive reflection, peer-to-peer education, and open discussions augmented social learning (Foley, 2004; Yballe & Connor, 2004). The co-creation of knowledge was an important part of the PAR process. Participants may have even shifted more towards a transformational leadership style as there was commentary about not needing to be outspoken or stepping back as a part of leadership to support others, which fit into the transformational leadership style of individualized consideration where a leader coaches and supports others (Bass, 1991). Participants may have learned to be more transformational as a result of the training. This could be attributed to the use of more experienced female role models (Latu, Mast, Lammers, & Bombari, 2013). Additionally, the shift towards a transformative style supports the concept that they may be moving towards a more authentic style that is not intentionally adapted to fit a feminine stereotype or a masculine definition of leadership (Tzinerr & Barsheshet-Picke, 2014). Interestingly, participants noted that they learned they could lead without being outspoken. While, participants statements surrounding not needing to always take action or to be extroverted may reflect a sense that they can lead authentically, it also supports the transformal leadership style as participants statements continued to lend themselves to supporting others and modeling leadership (Bass, 1991). If change in leadership experience and social learning are important to the training needs, it is
recommended to maintain the participatory nature of the training and use women from various experience-levels.

Participants’ plans for leadership are contextual. Planning for leadership during camp is different from planning for leadership within the next year to two. Leadership planned for camp was more feminine and androgynous. There was a clear shift with leadership planned for the next year to two with participants wanting to be more assertive and confident. In fact, feminine qualities were the least identified for future use when compared to androgynous and masculine qualities. This marks a shift away from using feminine qualities during camp towards planning to use more masculine qualities in the next year or two (Gartzia & van Engen, 2012; Gershenoff & Foti, 2003; Shinew & Jones, 2012). It is unclear whether participants developed an authentic leadership style through opportunities to practice leadership in a simulated environment (Archard, 2013b; MacNeil, 2006). Participants may recognize the need to adapt or blend various leadership skills to fit certain contexts (Kark, Waismel-Manor, & Shamir, 2012). For example, camp context may require a more supportive and nurturing style for the young campers, and opportunities in life beyond camp may lend themselves to a more assertive and confident style.

For future trainings, including the need to adapt or blend various leadership styles to fit different situations may assist in understanding why there was such a shift between skills planned for use during camp and skills planned for use in life beyond camp. It would also be helpful to make copies of each participant’s leadership mission statement they wrote at the end of the program to analyze how participants defined leadership at the end of the program for their future personal use. It can also serve as an indication for the design portion of the 4-D Appreciative Inquiry model, and for the planning phase of PAR.
The training format intended to develop authentic leadership and voice. The simulations/case studies dealt with critical conversations and conflict resolution. The camp administration indicated a need for volunteers to be more authoritative. This may indicate a potential disconnect between training content and skills needed during camp. The ability of this training to truly hit on integration (or mastery) and have participants improve their leadership within the short time-frame is limited. Participants were able to work through simulations of situations requiring leadership that may occur during camp. Three participants said that the most useful part of the workshop were “moving through vignettes,” “tips to deal with campers and volunteers,” and “group collaborations…to reach potential solutions”. Thus, the case studies were at least useful to these participants, which lends itself to previous findings that group discussions on case studies are effective tools (Hoyt & Kennedy, 2008; Ricketts & Rudd, 2002; Larson & Walker, 2010; Yballe & O'Connor, 2004).

Overall, participants’ approaches to case studies were transformational by encouraging discussion, compromise, and talking through feelings. This supportive tendency is similar to individualized consideration (Bass, 1991). Some of these responses likely came from the guidelines portion of the workshop from camp administrators, in terms of “ouch-oops”, which was a camp tactic used to resolve simple disputes that led to hurt feelings. Given that the case studies were done in small-groups, it is also possible that more experienced participants influenced the responses through social learning. Volunteer skills such as conflict resolution or critical conversations were not addressed in the training outside of the case studies. While, case studies are good tools for dealing with difficult discussions (see Larson & Walker, 2010), more training on conflict resolution or critical conversations should be included before the case studies.
While opportunities to practice leadership in a safe and supportive environment are beneficial, the realism may have been lost as a result of group dynamics. Authenticity is an important component to the practice of leadership (MacNeil, 2006). During camp, participants need to make leadership choices on their own without discussion among a group, further, the camp administration may have wanted more conflict resolution and authoritativeness from volunteers. Given the limited amount of information collected from camp administrators, it is difficult to make any claims related to the case studies and whether participants were able to improve upon their own leadership. If an authoritative leadership style or better conflict resolution skills are needed the training should focus on developing those skills over an authentic leadership style.

Finally, an expansion of the evaluation for future years is needed. During the simulation exercises the evaluator could not collect testimonial data simultaneously from each small-groups while they worked through their situations. This would have been helpful because the data that was collected were testimonials delivered by one-group representative post-discussion. It would have been informative to collect testimonial data during the process of working through the simulations to reflect their decision-making, consensus building, and problem-solving processes. Future evaluations of this program should include an evaluation team that is trained to collect data as a group and can split up to record data from multiple small-groups simultaneously. An evaluation team could also help during the collection of testimonials from the large group to help match participants to statements while another records. The evaluation team could also be used to collect data during camp to better make claims about the impact of the trainings ability to help participants employ and improve their leadership.
Through this training, participants expanded their knowledge of awareness, and resulted in a greater awareness of feminine and androgynous leadership. Many participants practiced employing androgynous leadership in the form of transformational leadership style, and others planned to use those associated skills in the future. The use of androgyny over a feminine or masculine style may lead to more favorable reviews of their leadership and a perception of an authentic leadership style. Participants’ usage of masculine leadership appears to be contextually bound. During camp, participants planned to use more feminine and androgynous qualities that support the girl campers. However, in real life situations, participants planned to use more masculine qualities. Therefore, awareness of masculine qualities appears to have been increased among participants not during the initial discussions, but in specific contexts that emerged on the survey post-training. Thus, more research is needed to understand the effect contexts have on leadership for this population. More specifically, how do different contexts affect participants’ awareness and employment of different leadership styles? Therefore, based on the findings and limitations of this work, future studies should seek to replicate this curriculum, while adopting the recommended changes.
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Appendices

Appendix A – Fair Use Evaluations & Copyright Permissions

Draft 09/01/2009

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## Appendix B – Evaluation & Data Collection Plan

Table A. 1. Evaluation/Data Collection Plan

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<th>Indicators</th>
<th>Activity</th>
<th>Data Collection Method</th>
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<tr>
<td><strong>Objective 1:</strong> To assist participants in recognizing and acknowledging both masculine and feminine leadership qualities</td>
<td></td>
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<tr>
<td>1.1 Participants identify leaders and leadership qualities that are typically masculine</td>
<td>2. Name that leader small-group</td>
<td>Posters small-groups wrote on collected</td>
</tr>
<tr>
<td>1.2 Participants identify leaders and leadership qualities that are typically feminine</td>
<td>2. Name that Leader small-group</td>
<td>Posters small-groups wrote on collected</td>
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<tr>
<td>1.3 Participants indicate their knowledge of leadership changed</td>
<td>5. Survey</td>
<td>Responses to Likert-scale question on survey</td>
</tr>
<tr>
<td>1.3 Participants indicate their knowledge of leadership changed</td>
<td>6. Debrief</td>
<td>Testimonials recorded by facilitator</td>
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<td><strong>Objective 2:</strong> To increase empowerment of participants to self-identify as leaders regardless of a position of authority</td>
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<td>2.1 Participants use leadership qualities to describe their experiences of leading</td>
<td>3. Personal Leadership Discussion</td>
<td>Testimonials recorded by facilitator</td>
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<tr>
<td>2.2 Participants not calling themselves a leader at first and then calling themselves a leader</td>
<td>3. Personal Leadership Discussion</td>
<td>Testimonials recorded by facilitator Responses to survey question 4</td>
</tr>
<tr>
<td>2.3 Participants calling themselves a leader</td>
<td>3. Personal Leadership Discussion</td>
<td>Testimonials recorded by facilitator</td>
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<td>2.3 Participants calling themselves a leader</td>
<td>5. Survey</td>
<td>Responses to survey question 4</td>
</tr>
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<td>2.4 Participants giving an example of leading</td>
<td>3. Personal Leadership Discussion</td>
<td>Testimonials recorded by facilitator</td>
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<td>2.5 Participants indicating they learned something new about themselves as a leader</td>
<td>5. Survey</td>
<td>Responses to Survey Question 4</td>
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<td>2.5 Participants indicating they learned something new about themselves as a leader</td>
<td>6. Debrief</td>
<td>Testimonials recorded by facilitator</td>
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<tr>
<td>Objective 3: Assist participants in developing leadership skills and strategies to be employed during camp</td>
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<td>3.1 Participants simulating the use of leadership skills</td>
<td>4. Case Study/Simulations</td>
<td>Testimonials recorded by facilitator</td>
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<td>3.2 Participants planning to use leadership skills in their role</td>
<td>5. Survey</td>
<td>Responses to Survey Question 5</td>
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<td>3.2 Participants planning to use leadership skills in their role</td>
<td>6. Debrief</td>
<td>Testimonials recorded by facilitator</td>
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<td>3.3 Participants planning to use leadership skills in their lives</td>
<td>5. Survey</td>
<td>Responses to Survey Question 6</td>
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<td>3.3 Participants planning to use leadership skills in their lives</td>
<td>6. Debrief</td>
<td>Testimonials recorded by facilitator</td>
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<tr>
<td>3.4 Participants using leadership skills during camp</td>
<td>7. Interviews with camp administration</td>
<td>Responses to interviews</td>
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Appendix C – Participant Survey

Girls Rock! Roanoke – Leadership Development Workshop 2014 Evaluation
Please answer the below questions to the best of your ability:

1. How would you rate the presenter’s knowledge in the subject?

   Not knowledgeable   Very knowledgeable
   1   2   3   4   5

2. How would you rate the presenter’s style of teaching?

   Not Effective   Very Effective
   1   2   3   4   5

3. How have your opinions of leadership changed as a result of this workshop?

   Not at all   A lot
   1   2   3   4   5

4. a. Did you learn anything new about yourself as a leader from this workshop?
   Yes   No

   b. If you answered “yes,” please indicate up to 3 new things you learned about yourself as a leader:

5. Please name 3-5 leadership qualities you plan to use in your role as teen mentor/volunteer:
6. Please name 3-5 leadership qualities you plan to develop and/or use in your own life in the next year or two:

7. What did you find most useful about the workshop?

8. What would you suggest for future workshops for improvement?
Appendix D – List of Exercises during Program

Icebreakers:

i. True Colors

ii. Name Game & Preferred Gender Pronoun

iii. Scream Circle

Main Activities:

1. Name that leader individual reflection

2. Name that leader small-group discussion

3. Personal Leadership Discussion

4. Case Studies/Simulations

5. Debrief

6. Survey
## Appendix E – Logic Model

### Table A.2 Logic model

<table>
<thead>
<tr>
<th>Inputs</th>
<th>Activities</th>
<th>Outputs</th>
<th>Short-term (ST) outcomes</th>
<th>Mid-term (MT) outcomes</th>
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</table>
| -Facilitator  
-Curriculum  
-Participants  
-Snacks/Beverages  
-Nametags  
-Community School (location of program)  
-Flip chart/note cards  
-Pens/papers  
-Case studies  
-True colors assessment | -Preparation – program development  
-True Colors Icebreaker  
-Scream Circle  
-Name Game & Preferred Gender Pronoun  
-Rules of Workshop and Camp  
-Name that leader! exercise  
-Personal leadership discussion  
-Small group case study/simulations  
-Facilitator lead debrief | -True colors Results  
-Leadership Poster  
-Leadership example note cards  
-Attendance list  
-Testimonials  
-Survey results  
-Secondary Data | -Increased awareness of masculine and feminine leadership  
-Increased self-awareness  
-Increased perception of own leadership abilities  
-Increased empowerment  
-Increased awareness of others’ leadership and personality style | -Integration of leadership knowledge to one’s self-identity as leaders  
-Participants increased comfort when dealing with camp situations and campers  
-Decreased importance of authority to be a leader |

### Assumptions:
- Women experience loss of voice and disempowerment because of society’s portrayal of leadership as masculine being studied using mainly men  
- Women internalize this to mean that leadership is typically associated with masculine terminology and define leadership as masculine  
- Feminine leadership styles are typically not acknowledged or deemed as leadership  
- Women are perceived negatively due to role incongruity when they lead using masculine styles  
- Women are deterred from using voice for fear of damaging relationships  
- Loss of voice contributes to disempowerment  
- Leadership development occurs in the sequence of awareness, interaction, and mastery as put forward by Van Li  
- Encouragement to use voice and screaming will increase use of voice and thus empowerment among participants  
- Identifying leaders and their leadership skills will increase participant awareness of both masculine and feminine leadership  
- Discussing personal leadership experiences will increase separation of authority and leadership for participants  
- Practicing case studies will increase comfort of participants to exercise leadership and to increase comfort working with girls  
- Practicing case studies will lead participants to demonstrate leadership during camp  

### Context:
The program was designed for teen mentor and adult volunteers for Girls Rock! Roanoke a local camp to focus on the use of music. The program is intended to prepare the participants for their role and increase their leadership abilities on separate dates to accommodate varying schedules, and will include a mixture of both teen mentors and adults. The counselors through the camp and they are charged with facilitating the empowerment of the young girls. As a result, they are prepared for their role in that they affirm a continuum of leadership styles for the girls, encourage use of voice to become comfortable serving as role models and leaders during the camp.
Appendix F: Full Results

Figure A.1 Blue Group small-discussion Poster.

BLUE

Consistency
Supportive
encouraging autonomy
Understanding
Positive
Open
assertive
Self reflexive
Figure A.2 Gold group small-discussion poster.

- assertive, outspoken
- supportive
- organized
- patient
- good listener
- true to self, individual
- visionary
- thoughtful, purposeful
- trustworthy
- ingenuous
- encouraging
- positive outlook on life
Figure A.3 Green group small-discussion poster.
Figure A.4 Silver group small-discussion poster.

- encouraging
- positive
- passionate
- ambitious
- thankful
- hardworking
- confident
- independent
- leads by example

- problem solver
- calm composed
- creative
- helpful
- everyday people
- stands up for what they believe in.

- fierce
- a do-er
- complex thinker
Activity 3, Personal Leadership Discussion: Testimonials

-“Trying to think of a team – word leadership – when do we step up and tell someone what to do? Like when I tell my son to do something?”

-“1 week before women’s rock camp in NC I didn’t plan to go – crazy, I went spontaneously – stood out of my comfort zone and it was wonderful”

-“I’m in a band and I’m the only woman. It’s a struggle with leadership, even though I have possession of creative control. I think “oh the guys will know better, I’m going to defer”. I don’t find myself to be a natural leader, but they look to me so I try to exemplify creative encouragement and I tell myself “my ideas are just as good” and I tell the band members “I want to hear what you have to add”. I then pick contributions when they fit, and encourages others and myself. “

-“I teach ESL to adult immigrants and have to lead the classes. Sometimes the participants get confused with seemingly simple activity. In moment of confusion they’re often self-conscious and I reassure them that it isn’t them. I redirect, encourage them, and am positive. I then improve on my method while supporting them in a secure place”

-“I think of the person up front – taking control, but what’s important is holding space, creating an environment where others can step up and facilitate others to lead”

-“Working in an all-women’s environment taught me to concentrate on power of introverts. Cooperate and step back – leave space for others to grow”

-“Hard to figure out a time in the last 12-months that I’ve lead, because I’m not doing social work anymore and I’m just a musician. My 18-year old daughter has decided to move out and 6-hours away. I support my daughter to be independent, and be positive and help prepare her. My daughter is strong-willed, independent, and stubborn like her mom. Set limitations on self to be supportive”
"I’m a music teacher – I guide and enable students. It’s hard to step back and let them find their own way. Give help when needed, struggle and grow on their own”

"I’m a teacher at VCCS, and I’m told I am a role model/mentor to students, I’m not doing anything intentional about it. I just remind them of the positive future they hold”

"Leadership is about demonstrating something new, little thing that sticks and makes an impact”

<table>
<thead>
<tr>
<th>Case Study Topic:</th>
<th>Group Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vignette 1: Camper copies other camper’s idea to do a 3D ‘Zine. Counselor tells camper it cannot be 3D because it goes into a book. The camper stops working and becomes lackluster.</td>
<td>Help the girl who picked up the other girls 3d zine to find her own idea – talk to volunteer who squished creativity – help girl to express herself in a way she’s comfortable (idea related)</td>
</tr>
<tr>
<td>Vignette 2: During crafts time, a camper, Paris jumps up on counselors lap to work on her friendship bracelet. She clearly doesn’t feel comfortable engaging with other girls, and is instead engaging with the counselor.</td>
<td>Address lap behavior – reframe the situation “how can you show me if I can’t see what you’re doing?” Get her comfortable them bring her into group</td>
</tr>
<tr>
<td>Vignette 3: First day of camp, group of girls are talking/laughing together. One girl sits on the periphery, not included and clearly uncomfortable. Meanwhile, in the group, Mary accidentally offends Kris with a brash comment. Kris is visibly hurt.</td>
<td>One volunteer to go talk to the camper to engage her and see if she wants to be included. Organize an icebreaker that’s casual. Upset situation – ouch and oops. If that doesn’t work have them explain why they’re upset, take break, work it out together.</td>
</tr>
<tr>
<td>Vignette 4: Jaclyn and Jessica are arguing about what genre of music they will play. They appear to sort it out themselves. Then they begin arguing over instrument assignments. Two girls in particular keep fighting and disrupting ability for the entire band to practice.</td>
<td>Encouraging compromise – should we do this or that – dealing with meanness – stop group, break, gather group, discuss feelings on issues, how they feel when interruptions happen – come to some sort of compromise.</td>
</tr>
<tr>
<td>Vignette 5: Susan has low self-confidence and always looks down when she sings, but she is becoming more confidence. At a break, girls gather in mirror and nitpick about things they don’t like on their bodies. After the break, Susan has lost the confidence she initially gained.</td>
<td>Initiate an icebreaker to increase comfort. Address negative – reframe by asking what positive thing they like about themselves, have girls focus on 1 spot to overcome thinking about what others think</td>
</tr>
</tbody>
</table>
Table A.4 Frequencies of Answers to Survey Question 1: How Would you Rate the Presenter’s Knowledge in the Subject? (Likert-Scale: 1 = Not knowledgeable, 5 = Very Knowledgeable), (n = 16)

| Frequency of responses at a 4 | 7 |
| Frequency of responses at a 5 | 9 |

Table A.5. Frequencies of Answers to Survey Question 2: How would you Rate the Presenter’s Style of Teaching? (Likert-scale 1=Not effective, 5 = Very effective), (n = 16)

| Frequency of responses at a 3 | 1 |
| Frequency of responses at a 4 | 4 |
| Frequency of responses at a 5 | 11 |

Table A.6. Frequencies of Answers to Survey Question 3: How have your Opinions of Leadership Changed as a result of this Workshop? (Likert-scale 1=Not at all, 5 = A lot), (n = 16)

| Frequency of responses at a 2 | 1 |
| Frequency of responses at a 3 | 5 |
| Frequency of responses at a 4 | 8 |
| Frequency of responses at a 5 | 2 |

Responses to survey question 4.1: Please indicate up to 3 things you learned about yourself as a leader:

Participant 1, “I used to think of leadership more as being assertive & outspoken, but this helped me consider patience” & stepping back as a part of leadership as well”

Participant 2, “You can be a leader of yourself as well as leading others” & “Importance of a sense of humor”

Participant 3, “I'm learning how to lead in a less vocal, action-oriented way” & “Different leader qualities”
Participant 4, “When asked to think about times when I showed leadership in the last 12 mo. At first I couldn't then realized that there were numerous times almost related to GR”

Participant 6, “Leadership can be quiet”, “Being a quirky person is ok” & “I need to start modeling proactivity”

Participant 7, “I can be a leader without having to lead a group”, “Several ways to exhibit leadership that I already do”, & “Several ways that I can improve on”

Participant 8, “You are a leader no matter who you are”, “Leading does not mean controlling”, “leading means supporting others as well”

Participant 9, “Does not mean I have to be outspoken and have all the ideas”, “I can be a leader to myself”, & “I can be a leader when I don't realize I am being one”

Participant 10, “There are strengths in holding back as well as being assertive”

Participant 12: “I'm good enough”, “I'm smart enough”, & “Doggonit, people like me”

Participant 13, “Workshop reaffirmed current goals” & “appreciated seeing my others colors”

Participant 14, “You don't have to be loud to be a leader”, “Empathy is synonymous with being a good leader”, & “Although introverted, I can still be a good leader when necessary”

Participant 18, “leadership encouraging others”, “providing space for others to step forward”, & “allowing others to explore and become empowered through their personal exploration”
<table>
<thead>
<tr>
<th>Participant #</th>
<th>Quality</th>
<th>Quality</th>
<th>Quality</th>
<th>Quality</th>
</tr>
</thead>
<tbody>
<tr>
<td>14.1</td>
<td>Patience</td>
<td>Positivity</td>
<td>Encouragement</td>
<td>Openness</td>
</tr>
<tr>
<td>2014.2</td>
<td>Listening skills</td>
<td>Confidence</td>
<td>Self-reflexive</td>
<td>Positivity</td>
</tr>
<tr>
<td>2014.3</td>
<td>Listener</td>
<td>Encouraging</td>
<td>Passion</td>
<td>Self-reflexivity</td>
</tr>
<tr>
<td>2014.4</td>
<td>Positive</td>
<td>Supportive</td>
<td>Encouraging</td>
<td>autonomy</td>
</tr>
<tr>
<td>2014.5</td>
<td>Encouraging</td>
<td>Listener</td>
<td>Inclusive</td>
<td></td>
</tr>
<tr>
<td>2014.6</td>
<td>Compassion</td>
<td>Supportive</td>
<td>Helpful</td>
<td></td>
</tr>
<tr>
<td>Year</td>
<td>Description</td>
<td>Traits</td>
<td></td>
<td></td>
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<tr>
<td>------</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>2014.7</td>
<td>Having a voice and encouraging girls to speak up &amp; share their ideas</td>
<td>Fun this week, encouraging each other</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2014.8</td>
<td>Positive</td>
<td>Assertive</td>
<td>Support</td>
<td>Encouragement</td>
</tr>
<tr>
<td>2014.9</td>
<td>Purposeful</td>
<td>Patient</td>
<td>Trustworthy</td>
<td>Self-reflexive</td>
</tr>
<tr>
<td>2014.10</td>
<td>Being positive</td>
<td>Listener/observer</td>
<td>Conflict resolver</td>
<td></td>
</tr>
<tr>
<td>2014.12</td>
<td>Be positive</td>
<td>Listen</td>
<td>Identify needs</td>
<td>Help others reach their goals</td>
</tr>
<tr>
<td>2014.13</td>
<td>Creating space for others to shine</td>
<td>Being supportive</td>
<td>Encouraging listening</td>
<td></td>
</tr>
<tr>
<td>2014.14</td>
<td>Empathy</td>
<td>Supportiveness</td>
<td>Quiet strength</td>
<td></td>
</tr>
<tr>
<td>2014.17</td>
<td>Encouragement</td>
<td>Selflessness</td>
<td>Confidence</td>
<td></td>
</tr>
<tr>
<td>----------</td>
<td>---------------</td>
<td>--------------</td>
<td>------------</td>
<td></td>
</tr>
<tr>
<td>2014.18</td>
<td>Quiet mindfulness</td>
<td>Listening</td>
<td>Passion/enthusiasm</td>
<td>Urging exploration</td>
</tr>
<tr>
<td>2014.22</td>
<td>Open to alternate views</td>
<td>Respect my individual style</td>
<td>Empathy &amp; genuine belief in others capabilities</td>
<td></td>
</tr>
</tbody>
</table>
Table A.8 Responses to Survey Question 6: Please name 3-5 Leadership Qualities you Plan to Develop and/or use in Your Own Life in the Next Year or Two:

<table>
<thead>
<tr>
<th>Participant #</th>
<th>USELIFE1</th>
<th>USELIFE2</th>
<th>USELIFE3</th>
<th>USELIFE4</th>
<th>USELIFE5</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014.1</td>
<td>confidence</td>
<td>Decisiveness</td>
<td>Assertiveness</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2014.2</td>
<td>Self-reflexive</td>
<td>Confidence</td>
<td>Listening skills</td>
<td>Balance of sense of humor &amp; practicality</td>
<td></td>
</tr>
<tr>
<td>2014.3</td>
<td>listener</td>
<td>Encouraging</td>
<td>Passion</td>
<td>Self-reflexivity</td>
<td>Compassion</td>
</tr>
<tr>
<td>2014.4</td>
<td>Relinquishing control</td>
<td>Speaking out and up for myself &amp; others</td>
<td>Being enthusiastic</td>
<td>Outgoing</td>
<td></td>
</tr>
<tr>
<td>2014.5</td>
<td>Confidence</td>
<td>Positive</td>
<td>Patience</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week</td>
<td>Area</td>
<td>Objective</td>
<td></td>
<td></td>
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<td>-------</td>
<td>--------------------</td>
<td>----------------------------------------------------------------------------</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2014.6</td>
<td>Assertiveness</td>
<td>Modeling</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2014.7</td>
<td>Quiet strength/depth</td>
<td>Be more aware of my actions/words can impact others in my relationships</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2014.8</td>
<td>Positive</td>
<td>Assertive Support Encouragement</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2014.9</td>
<td>Assertive</td>
<td>Confident in my ideas &amp; thoughts</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2014.10</td>
<td>More assertive</td>
<td>More confident</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2014.12</td>
<td>Be positive</td>
<td>Listen Identify needs Help others reach their goals</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2014.13</td>
<td>Creating space for others to shine</td>
<td>Stepping back from spotlight without stepping off stage</td>
<td>Speaking up when males get recognition for my ideas</td>
<td></td>
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<td>---------</td>
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<td>------------------------------------------------------</td>
<td>--------------------------------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2014.14</td>
<td>Willing to make difficult decisions</td>
<td>Standing up for what I believe in</td>
<td>Assertiveness</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2014.17</td>
<td>Assertiveness</td>
<td>Positivity</td>
<td>Supportiveness</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2014.18</td>
<td>Continued mindfulness</td>
<td>Self-care for personal needs</td>
<td>Be quiet &amp; solicit from others first - hang back before taking over or taking charge</td>
<td>Allow the process to unfold instead of 'just getting the job done'</td>
<td></td>
</tr>
<tr>
<td>2014.22</td>
<td>Open to alternate views</td>
<td>Respect my individual style</td>
<td>Empathy &amp; genuine belief in others capabilities</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Responses to survey question 7: What did you find most useful about the workshop (n=10)
2014.1, Hearing the diversity of ideas & opinions in the group
2014.2, Listening & Watching other leaders in action
2014.3, Moving through vignettes
2014.4, Meeting new people and learning the ways of camp
2014.6, Meeting everyone and the hybridize approach (orientation & Leadership development was a great idea)
2014.12, Tips to deal with campers and volunteers
2014.3, Self-reflection most valuable
2014.4, It was a good "ice breaker" between new volunteers & those of us who knew each other
2014.18, The group collaborations & discussions to increase awareness and reach potential solutions
2014.22, Getting to know the awesome volunteers

Responses to survey question 8: What would you suggest for future workshops for improvement? (n=8)
2014.1, Great job!
2014.3, Team building exercises like the gum drop exercise
2014.4, A few icebreaker games, more of what we do in camp
2014.6, Maybe re-model vignettes, like a comic trip style would be interesting and different
2014.12, More succinct troubleshooting/case study vignettes
2014.13, Don't hedge yourself & knowledge. You have the skills/knowledge to be the expert. I don't need or want reasons to doubt that.
2014.14, Coffee! I thought workshop was effective and fun
2014.18, I thought this was very well done & creative
2014.22, A bit more coordination on the scheduling - did not expect tour or housekeeping which ran us over

Responses to Debrief prompt: Provide one word to sum up how you’re feeling right now (n=14)
This group – awesome cool
Super Stoked
Excited, awareness of others, overwhelmed, powerful
Grateful
Excited/nervous
Total aw, thankful, powerful effect
Powerful from “us”
Looking forward to seeing campers’ transformation
Thankful
Looking forward to good feelings, I’ve just been being a sponge on leadership and supporting everyone
Great see growth
Impressed with everyone in the room – different leadership in our own way
Had an idea of what is expected here but it’s a lot deeper – interested to see what’s about to happen
Excited

Camp Administration Interviews

Question 1. Did you observe volunteers during camp exhibiting leadership skills and strategies?

- Yes
- Yes

Question 2. If so, could you describe what you observed?

- They all just seemed to really setup and do what needed to be done without a lot of direction. They stuck out and did different things. The teen mentors especially. But yeah, they were just awesome – doing workshops. There seemed to be less need for direction this year from last year.
- In one of my workshops, a teen rocker made a self-disparaging remark and the teen mentor said “Ouch”.

When I was working independently during lunch time to finish the girl’s projects for showcase, multiple volunteers came up and started helping me with my tasks. I calculated it was going to take me around 4 hours to finish assembling the mobiles by myself, but with help, we were done in an hour. I appreciated the assistance so freely given and believe it demonstrates leadership.

Question 3. -Did you observe any volunteer leadership behaviors that could be improved?

- Nothing really stands out
- Yes, in one of the younger girls’ workshops, I had two girls who were off task and talking/distractions others when I was talking. I intervened, but would have appreciated some band leader assistance as the behavior continued.

Question 4. -Did anything surprise you about volunteer leadership behavior?

- How beneficial the process is for the volunteers – the process is really cool in terms of growth. One of the teenagers went to her college orientation in the middle of camp, and she came back and added in something to a circle about how she was at orientation and feeling really scared/out of her comfort zone, and they asked her to do something she doesn’t normally do. Her first inclination was to not do it, and she thought of all the girls at camp (esp. teen camp) and she did it because of the campers and how wonderful it was and how she felt so strong. Willingness for teens to share the story about how it benefits both ways.
- No, but I had very limited observation during my workshop time.
Question 5. - Are there any other observations you would like to share?

- Nothing really specific. If anything, Saturday before teen camp – started to freak out – we have teens who have real needs, and we don’t have trained staff around that (psych needs). Fewer volunteers, but they were amazing and they tried new things – super creative with what they tried.

- From my experience, I think the volunteers were much more on top of things this year. Much of that is the benefit of experience, as even the new volunteers were involved with others who had been here last year. I saw much better physical boundaries with the girls.
Survey Question 7. What did you find most useful about the workshop?

2014.1, Hearing the diversity of ideas & opinions in the group
2014.2, Listening & watching other leaders in action
2014.3, Moving through vignettes
2014.4, Meeting new people and learning the ways of camp
2014.6, Meeting everyone and the hybridize approach (orientation & Leadership development was a great idea)
2014.12, Tips to deal with campers and volunteers
2014.13, Self-reflection most valuable
2014.14, It was a good "ice breaker" between new volunteers & those of us who knew each other
2014.18, The group collaborations & discussions to increase awareness and reach potential solutions
2014.22, Getting to know the awesome volunteers

Survey Question 8. What would you suggest for future workshops for improvement?

2014.1, Great job!
2014.3, Team building exercises like the gum drop exercise
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2014.18, I thought this was very well done & creative
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Appendix G: Full Curriculum
Girls Rock! Roanoke Teen Mentor/Volunteer
Leadership Development Workshop 2014

Table of Contents

Introductions Page 2 10-min

**Module 1: Icebreakers**

True Colors Page 3 5-min
Name Game Page 4 10-min
Mission & Core Values Overview V Packet Page 3 5-min
Hey girl’s what’s your instrument? Scream Circle Page 5 10-min

**Module 2: Introduction**

Volunteer guidelines, know to rock, gear/equip. V Packet Page 2-4

**Module 3: Awareness**

Name that leader! Page 7 30-min
Boundaries, respect, peer accountability V. Packet Page 7-8 20-min

**Module 4: Interaction**

Personal leadership discussion Page 8 30-min

BREAK

15-min

Suggestions/Guidelines & Behavior Purpose V. Packet Page 5-6, 8

15-min

**Module 5: Mastery**

Leadership Case Studies Page 9 40-min

**Module 6: Debrief**

Facilitator lead debrief Page 10

20-min

**Instructional Materials Appendix:**

Appendix A: True Colors Assessment Page 11-16
Appendix B: Vignettes for Case Study Exercise Page 17-19
Appendix C: Participant Survey Page 20-21
Introductions:

1. **As participants arrive:**
   a. Encourage them to make a nametag
   b. Provide them with True Colors Assessment to complete
   c. Encourage them to grab some food
   d. Give participants a piece of colored paper/sticker something (for use later in dividing them)

Model “who rocks” – “we rock!” and “ouch” “oops”

Introduce selves

Explain “need to know” and “why are you here”

   a. To prepare you for your role with camp
   b. To develop leadership skills to be used in your role at camp
   c. Data from the program will be used for program improvement and for potential future grant funding

Housekeeping – bathrooms, expectations for discussion

Learning Outcomes:

1. Participants will be able to recognize and acknowledge both traditional and non-traditional leadership qualities in themselves and in others

2. Increase empowerment of participants to view themselves as leaders regardless of a position of authority.

3. Assist participants in developing leadership skills and strategies to be employed during camp.
Module 1: Icebreaker

Title: True Colors assessment

Description: Participants will complete a true colors assessment.

Objective: For participants to gain self-awareness of their leadership & personality styles, and learn about others in the group

Time Amount: 15 minutes

Resources: True color assessment (Appendix A) handouts and directions, pens/pencils, and large posters of color styles.

Directions:

1. On the assessment page of True Colors score each row 1-4, with the set of adjectives MOST like you receiving a 4 and that least like you receiving a 1. You may only use each number once – so it is like a scale in the row.
2. When you’re done, at the bottom of the page there is a scoring chart. Add up the letters for each “color” and get your totals.
3. The color that received the most points if your primary color and the second color is your secondary color
4. I’ll pass out explanations of the colors

Source:

http://www.nfty.org/_kd/Items/actions.cfm?action=Show&item_id=12954&destination=ShowItem
Title: Name Game

Description: Participants share their name, their preferred gender pronoun, their color, and what makes them awesome

Objective: For girl mentors and volunteers to learn each other’s names and PGPs.

Time: 5 minutes

Materials needed: Name tags and markers

Directions to participants:

1. Please introduce yourself to the room. If you have not made a name tag, please take a moment to do so.
2. Include your name, your preferred gender pronoun, your color, and what makes you awesome
3. When we use pronouns like "she" or "he" to identify a person, we might be making an assumption about that person's gender that differs from their preferred gender identity. Some people express their gender identity ambiguously, meaning you might not know which pronoun to use just by looking at them and have to make an assumption. For other people, appearances can be deceiving-- even people who clearly look to be one gender may identify as a different gender than you would assume. So, since it is never safe to assume it’s important that we just ask!
4. I will go first. My name is Lia, my PGP is she, and her, my color is orange, and I am awesome because I am always interested in new things
Module I: Icebreakers

Title: Scream circle

Description: Participants make a circle and hold hands. Facilitator begins by screaming in any way she/he would like. The next person’s hand to the right is squeezed, and then it is their turn to scream. That participant then passes it on to the right.

Objective: For participants to practice making noise and using their voice – however they want/need to so that in can be translated into using one’s voice for advocacy.

Time: About 10 minutes

Materials Needed: A clear space for a circle

Directions to participants:

1. We are going to play a game called “scream circle”. I would like everyone to gather in a circle and hold hands.
2. We are going to take turns screaming, any way you want to.
3. I can go first, and then I will pass it on to the right by squeezing the hand to my right. It will then be that participant’s turn to scream and then pass it on to her/his right.
Module 2: Introduction

Title: Intro to Girls Rock! Teen Mentorship

Description: You are here to prepare for the role of teen mentor in Girls Rock! Roanoke.

Objective: For teen mentors to understand their role, the rules of the camp, and the expectations for themselves.

Time: About 5-10 minutes

Materials: Agenda for the day and expectations

Directions to participants:

1. Expectations for discussion:
   a. Honor confidentiality
   b. Give unconditional respect to self and others
   c. Participate as much as possible
   d. Speak only for myself, not others
   e. Be honest
   f. Be silent if it feels right
   g. Anything to add?
Module 3: Awareness

Title: Name that leader!

Description: Participants will be given a piece of paper and asked to name a leader in their community, neighborhood, or school – anything goes.

Objective: For participants to recognize and identify leaders in their community and begin to discuss leadership concepts and competencies they see in them.

Time: 30- minutes

Materials needed: Piece of paper and pencil/pen for participants to write leaders on. Leadership competencies sheet. Situations of leaders in non-traditional roles.

Directions to participants:

1. On your notecard take a moment to think of some people you consider to be leaders they can be in your community, schools, neighborhoods or they can be someone you don’t personally know. Please also write down why you think this person is a good leader.
2. Count off by 2 and get into groups. Share with your group your leader and the qualities that make them a leader on a poster. You will have 15-minutes. At the end select one member of the group to share with everyone the group’s poster.
3. Facilitated discussion:
   a. Why did you list the leaders you chose? (facilitator will record leader information (name, what they did etc.) on the board)
   b. What kinds of leadership roles do these people have? (facilitator will record leadership competencies identified on the board)
Note to facilitators: be intentional about pulling out qualities related to boundaries, respect, self-care, communication, accountability

Adapted from document FCS9088, one of a series of the Family Youth and Community Sciences Department, Florida Cooperative Extension Service, Institute of Food and Agricultural Sciences, University of Florida. EDIS publication date May 2006. Visit the EDS Web Site at http://edis.ifas.ufl.edu.
Module 4: Interaction

Title: Personal leadership discussion

Description: Participants will be asked questions about their own leadership experiences.

Objective: To promote discussion for participants about their own personal experiences with leadership in order to apply the competencies identified in module 3 to their personal lives, to build self-confidence, create a positive image, and advocate ideas.

Time Amount: 30- minutes

Resources: Pens/pencils, note cards, and large stick note/white board to write on.

Directions to participants:

1. On a note card please write a time in the last 12-months that you exhibited leadership. I will give you a few minutes to think about it.
2. Please get into groups according to the card/sticker you were given/selected at the start. With your group share your personal leadership experiences. Record on a poster. You’ll have 15-minutes to share as a group and then we’ll ask you to report back to the entire group.
3. General discussion:
   a. How did exhibiting leadership go?
   b. What challenges did you experience? Did anything get in your way?
4. Facilitator will guide group through discussions about each girl’s leadership experience referring back to the competencies on the board (from Name that Leader!) – What competencies did each girl show in her leadership role?
5. At the end the group gives positive affirmation to the girl by saying “you are awesome!”
Module 4: Interaction

Title: Leadership Case Studies

Description: Participants will be presented with vignettes of possible circumstances in Girls Rock! Roanoke. In small groups participants will identify solutions to the problems.

Objective: For students to practice identifying non-traditional leadership qualities and to use decision making and problem solving, practice active listening, to work in a group, gain self-confidence, and advocate ideas.

Time: 40-minutes

Materials needed: Vignettes (Attachment B)

Directions to participants:

1. I am going to pass out short vignettes with potential situations you may see at Girls Rock! Roanoke. Please work in groups of 4 to discuss solutions for the different problems in the stories.
2. You’ll have 20-minutes to discuss as a group and then report back to the entire group on the case study you had and the solutions for case studies

Note to facilitators: Be intentional about pulling out themes of leadership and awareness related to boundaries, communication, accountability, respect
Module 5: Debrief

Title: Debrief

Description: Debrief of the day

Objective: For participants to be lead through a debrief exercise of the day.

Time: 5-minutes

Resources: Debrief questions

Directions for participants:

1. General Discussion questions
   a. On a piece of paper please write down your personal leadership mission statement. You’ll have 10-minutes to jot this down and then if you’re comfortable we’ll ask you to share with the group. This will be yours to keep to reference in the future.

2. Participants will then be asked to complete an evaluation of the day anonymously. They’ll be asked to place them in a manila envelope, which will be collected at the end.
Attachment A:

True Colors Personality Quiz

Describe Yourself: In the boxes below are groups of word clusters printed horizontally in rows. Look at all the choices in the first box (A,B,C,D). Read the words and decide which of the four letter choices is most like you. Give that a “4”. Then rank order the next three letter choices from 3-1 in descending preference. You will end up with a box of four letter choices, ranked from “4” (most like you) to “1” (least like you). Continue this process with the remaining four boxes until each have a 4, 3, 2, and 1.

<table>
<thead>
<tr>
<th>Box One</th>
<th>Box Two</th>
<th>Box Three</th>
<th>Box Four</th>
</tr>
</thead>
<tbody>
<tr>
<td>A _____</td>
<td>B _____</td>
<td>C _____</td>
<td>D _____</td>
</tr>
<tr>
<td>active</td>
<td>parental</td>
<td>authentic</td>
<td>versatile</td>
</tr>
<tr>
<td>opportunistic</td>
<td>traditional</td>
<td>harmonious</td>
<td>inventive</td>
</tr>
<tr>
<td>spontaneous</td>
<td>responsible</td>
<td>compassionate</td>
<td>competent</td>
</tr>
<tr>
<td>E _____</td>
<td>F _____</td>
<td>G _____</td>
<td>H _____</td>
</tr>
<tr>
<td>curious</td>
<td>unique</td>
<td>practical</td>
<td>competitive</td>
</tr>
<tr>
<td>conceptual</td>
<td>empathetic</td>
<td>sensible</td>
<td>impetuous</td>
</tr>
<tr>
<td>knowledgeable</td>
<td>communicative</td>
<td>dependable</td>
<td>impactful</td>
</tr>
<tr>
<td>I _____</td>
<td>J _____</td>
<td>K _____</td>
<td>L _____</td>
</tr>
<tr>
<td>loyal</td>
<td>devoted</td>
<td>realistic</td>
<td>theoretical</td>
</tr>
<tr>
<td>conservative</td>
<td>warm</td>
<td>open-minded</td>
<td>seeking</td>
</tr>
<tr>
<td>organized</td>
<td>poetic</td>
<td>adventuresome</td>
<td>ingenious</td>
</tr>
<tr>
<td>M _____</td>
<td>N _____</td>
<td>O _____</td>
<td>P _____</td>
</tr>
<tr>
<td>concerned</td>
<td>daring</td>
<td>tender</td>
<td>determined</td>
</tr>
<tr>
<td>procedural</td>
<td>impulsive</td>
<td>inspirational</td>
<td>complex</td>
</tr>
<tr>
<td>cooperative</td>
<td>fun</td>
<td>dramatic</td>
<td>composed</td>
</tr>
</tbody>
</table>
Box Five

Q_____ philosophical
principled
rational

R_____ vivacious
affectionate
sympathetic

S_____ exciting
courageous
skillful

T_____ orderly
conventional
caring

Total the numbers corresponding to the letters below to find your primary style.

<table>
<thead>
<tr>
<th>A,H,K,N,S</th>
<th>orange = ________</th>
<th>B,G,I,M,T</th>
<th>gold = ________</th>
</tr>
</thead>
<tbody>
<tr>
<td>C,F,J,O,R</td>
<td>blue = ________</td>
<td>D,E,L,P,Q</td>
<td>green = ________</td>
</tr>
</tbody>
</table>
BLUE

I need to feel unique and authentic
**Enthusiastic, Sympathetic, Personal**
I look for meaning and significance in life
**Warm, Communicative, Compassionate**
I need to contribute, to encourage, and to care
**Idealistic, Spiritual, Sincere**
I value integrity and unity in relationships
**Peaceful, Flexible, Imaginative**
I am a natural romantic, a poet, a nurturer

In childhood…

• I was extremely imaginative and found it difficult to fit into the structure of school life.
• I reacted with great sensitivity to discordance or rejection and sought recognition.
• I responded to encouragement rather than competition.

In relationships…

• I seek harmonious relationships.
• I am a true romantic and believe in drama, warmth, and empathy to all relationships.
• I enjoy the symbols of romance such as flowers, candlelight, and music and cherish the small gestures of affection.

At work…

• I have a strong desire to influence others so they may lead more significant lives.
• I often work in the arts, communication, education, and helping professions.
• I am adept at motivating and interacting with others.

Leadership Style…

• Expects others to express views
• Assumes “family spirit”
• Works to develop others’ potential
• Individuals oriented
• Democratic, unstructured approach
• Encourages change VIA human potential
• Change time allows for sense of security
• Expects people to develop their potential
GOLD

I need to follow rules and respect authority

**Loyal, Dependable, Prepared**
I have a strong sense of what is right and wrong in life

**Thorough, Sensible, Punctual**
I need to be useful and belong

**Faithful, Stable, Organized**
I value home, family, and tradition

**Caring, Concerned, Concrete**
I am a natural preserver, a parent, a helper

In childhood…

- I wanted to follow the rules and regulations of the school.
- I understood and respected authority and was comfortable with academic routine.
- I was the easiest of all types of children to adapt to the education system.

In relationships…

- I am serious and tend to have traditional, conservative views of both love and marriage.
- I enjoy others who can work along with me, building secure, predictable relationships together.
- I demonstrate admiration through the practical things I do for the ones I love.

At work…

- I provide stability and can maintain organization.
- My ability to handle details and to work hard makes me the backbone of many organizations.
- I believe that work comes before play, even if I must work overtime to complete the task.

Leadership Style…

- Expects punctuality, order, loyalty
- Assumes “right” way to do things
- Seldom questions tradition
- Rules oriented
- Detailed/thorough approach - threatened by change
- Prolonged time to initiate any change
- Expects people to “play” their roles
I act on a moment's notice

**Witty, Charming, Spontaneous**
I consider life a game, here and now

**Impulsive, Generous, Impactful**
I need fun, variety, stimulation, and excitement

**Optimistic, Eager, Bold**
I value skill, resourcefulness, and courage

**Physical, Immediate, Fraternal**
I am a natural trouble shooter, a performer, a competitor

In childhood…

• Of all types of children, I had the most difficult time fitting into academic routine.
• I learned by doing and experiencing rather than by listening and reading.
• I needed physical involvement in the learning process and was motivated by my own natural competitive nature and sense of fun.

In relationships…

• I seek a relationship with shared activities and interests.
• I like to explore new ways to energize the relationship.
• In a relationship, I need to be bold and thrive on physical contact.
• I enjoy giving extravagant gifts that bring obvious pleasure to special people in my life.

At work…

• I am bored and restless with jobs that are routine and structured.
• I am satisfied in careers that allow me independence and freedom, while utilizing my physical coordination and my love of tools.
• I view any kind of tool as an extension of myself.
• I am a natural performer.

Leadership Style…

• Expects quick action
• Works in the here and now
• Performance oriented
• Flexible approach
• Welcomes change
• Expects people to “make it fun”
GREEN

I seek knowledge and understanding  
**Analytical, Global, Conceptual**  
I live by my own standards  
**Cool, Calm, Collected**  
I need explanation and answers  
**Inventive, Logical, Perfectionist**  
I value intelligence, insight, fairness, and justice  
**Abstract, Hypothetical, Investigative**  
I am a natural non-conformist, a visionary, a problem solver

In childhood…

• I appeared to be older than my years and focused on my greater interests, achieving in subjects that were mentally stimulating.  
• I was impatient with drill and routine, questioned authority, and found it necessary to respect teachers before I could learn from them.

In relationships…

• I prefer to let my head rule my heart.  
• I dislike repetition, so it is difficult for me to continuously express feeling. I believe that once feelings are stated, they are obvious to others.  
• I am uneasy when my emotions control me; I want to establish a relationship, leave it to maintain itself, and turn my energies to my studies, work or other interests.

At work…

• I am conceptual and an independent thinker. For me, work is play.  
• I am drawn to constant challenge in careers, and like to develop models, explore ideas, or build systems to satisfy my need to deal with innovation.  
• Once I have perfected an idea, I prefer to move on, leaving the project to be maintained and supported by others.

Leadership Style…

• Expects intelligence and competence  
• Assumes task relevancy  
• Seeks ways to improve systems  
• Visionary  
• Analytical  
• Encourages change for improvement
• Constantly “in process” of change
• Expects people to follow through
Attachment B:

Vignettes for Case Studies

Vignette 1:

Everyone loves the ‘zine workshop. All the girls gather around tables, magazines speckled with cutouts of animals, musical instruments, fun patterns, and nature photos among many others. Girls are cutting out anything that represents their expression by seizing the opportunity to share their feelings, thoughts, beliefs, and identities using cut-out photos, a glue stick, and some cardstock.

All the girls are asking for one another to look out for different pictures they need, and are enjoying discussing why they chose what they chose. Most of the girls are sitting up in their seats, leaning across the table, swapping magazines back and forth and picking items they enjoy. Suzie starts building a 3D ‘zine using geometric shapes and contrasting colors. Julie notices and remarks “that’s so cool. I want to do that too!” The volunteer from across the table comes around to look at the different projects. She responds “but those are going to hang on the wall, and are supposed to go into a book. How is a 3D ‘zine going to work?” Suzie responds “I don’t know” and Julie says “oh. I’ll stop”. You notice that Julie’s stops working and picks through the pieces of the paper with a sort of lackluster attitude.

Vignette 2:

The campers and volunteers have arrived in the morning and are waiting for the opening of the day. Volunteers gather around their campers and are listening to them chat about what they need to do for their song, and “hey what do you think about this dance move? Do you think we could
do it while singing?” While one group of girls get hyped for the day another work on some friendship bracelets they’re making as band gear. One of the younger girls comes over to see what colors the volunteer, Paris is using for her bracelet. She stands beside her briefly and talks about the colors she’s chosen “I really like blue and yellow and pink and I have my outfit all picked out with those colors so I have to use those” she stands beside Paris a little longer until she decides to climb into her lap “can I sit here?”. She hops up into Paris’ lap and they continue to make bracelets together. You as a volunteer/teen mentor observe this behavior, how would you approach the situation?

Vignette 3:
It’s day 1 of Girls Rock! Roanoke. The campers have been dropped off by the parents, and the girls are in the rehearsal room waiting for the opening session. Introductions are made and a group of girls begin to circle together chatting about their summers, schools, and interests. It’s clear these girls know one another and are all of similar ages. Another girl who looks to be of the same age sits quietly off to the side. She’s on the periphery of the group, but is clearly not being included much to her own discomfort.

What can you as a teen mentor/volunteer do to make the group more inclusive?

Assuming, you successfully integrate the girls into a cohesive group. They are playing, laughing, and getting to know one another nicely. You turn to chat briefly with another volunteer only to realize that Mary is crying and the other girls have stopped playing. Mary through muddled tears says to Kris “I can’t believe you said that”. Kris is clearly befuddled and upset that she’s hurt Mary. It becomes clear that whatever Kris said was misinterpreted and she meant no harm by it.

What can you do help this situation?
Vignette 4:

During the week at Girls Rock! you’re trying to figure out the genre style of your band. Jaclyn wants to have a pop sound, but Jessica wants to rock. They seem to be going back and forth, but it is clear most of the group just wants to have a good time and the in-group fighting is getting to them. How would you encourage the band to find a compromise and put the fighting behind them so they can begin rocking?

Let’s assume a compromise is reached where the girls have a rock sound with a pop-sounding chorus rift. It seems like everyone is appeased with the compromise and you’re impressed with the girls problem-solving skills. The conversation moves to the selection of instruments. Everyone has tried out each instrument and most of the decisions were made easily: Kaitlin wants to do keys, Holly prefers the drums, Jaclyn on base and vocals, and Jessica on base and guitar. Every time you go to play, Jaclyn and Jessica make comments to each other about the sound that the other is producing. It’s gotten to the point that you can’t make it through a song without one of the girls saying something mean to the other. Jaclyn and Jessica begin to hash it out again derailing band practice. They both turn to you to vouch for their side of the story. What do you do?

Vignette 5:

Susan has the most beautiful voice you have ever heard. She can hit any note that she wants and she should obviously be the lead singer for the band. The other girls seem to agree by all expressing interest in the other instruments. However, Susan’s self-confidence is very low. Whenever she’s in front of the microphone she looks down at her feet with her hair in her face.
You know that she is an integral part in helping her band rock, but only if she could look up from the floor. As band practice progresses she seems to be becoming more confident with the encouragement of her band members and you can tell she is having more fun. The girls take a break and are playing in front of a mirror discussing their final performance outfits. Laura comments on her own body shape remarking on how she wishes her stomach was flatter and her butt bigger. The other girls start to chime in on things they wish were different about themselves. What can you as a band manager do to curb this destructive conversation?

You notice that after the break, all the progress made on Susan’s confidence has fallen to bits. Her singing is lackluster and she’s constantly staring at the floor. What can you do to bolster her confidence and self-image again? And that of the group?
Appendix C:

Girls Rock! Roanoke –Leadership Development Workshop 2014

Evaluation

Please answer the below questions to the best of your ability:

1. **How would you rate the presenter’s knowledge in the subject?**
   Not knowledgeable   Very knowledgeable
   1  2  3  4  5

2. **How would you rate the presenter’s style of teaching?**
   Not Effective   Very Effective
   1  2  3  4  5

3. **How have your opinions of leadership changed as a result of this workshop?**
   Not at all   A lot
   1  2  3  4  5

4. a. **Did you learn anything new about yourself as a leader from this workshop?**
   Yes   No

   b. If you answered “yes,” please indicate up to 3 new things you learned about yourself as a leader:
5. Please name 3-5 leadership qualities you plan to use in your role as teen mentor/volunteer:

6. Please name 3-5 leadership qualities you plan to develop and/or use in your own life in the next year or two:

7. What did you find most useful about the workshop?

8. What would you suggest for future workshops for improvement?
Appendix H: IRB Approval

MEMORANDUM

DATE: June 2, 2014

TO: James C. Anderson II, Lia R Kelinsky

FROM: Virginia Tech Institutional Review Board (FWA00000572, expires April 25, 2018)

PROTOCOL TITLE: Girls Rock Roanoke Teen Mentor/Volunteer Leadership Development

IRB NUMBER: 14-530

Effective June 2, 2014, the Virginia Tech Institution Review Board (IRB) Chair, David M Moore, approved the New Application request for the above-mentioned research protocol.

This approval provides permission to begin the human subject activities outlined in the IRB-approved protocol and supporting documents.

Plans to deviate from the approved protocol and/or supporting documents must be submitted to the IRB as an amendment request and approved by the IRB prior to the implementation of any changes, regardless of how minor, except where necessary to eliminate apparent immediate hazards to the subjects. Report within 5 business days to the IRB any injuries or other unanticipated or adverse events involving risks or harm to human research subjects or others.

All investigators (listed above) are required to comply with the researcher requirements outlined at:

http://www.irb.vt.edu/pdfs/responsibilities.htm

(Please review responsibilities before the commencement of your research.)

PROTOCOL INFORMATION:

Approved As: Expedited, under 45 CFR 46.110 category(ies) 5, 7
Protocol Approval Date: June 2, 2014
Protocol Expiration Date: June 1, 2015
Continuing Review Due Date*: May 18, 2015

*Date a Continuing Review application is due to the IRB office if human subject activities covered under this protocol, including data analysis, are to continue beyond the Protocol Expiration Date.

FEDERALLY FUNDED RESEARCH REQUIREMENTS:

Per federal regulations, 45 CFR 46.103(c), the IRB is required to compare all federally funded grant proposals/work statements to the IRB protocol(s) which cover the human research activities included in the proposal/ work statement before funds are released. Note that this requirement does not apply to exempt and interim IRB protocols, or grants for which VT is not the primary awardee.

The table on the following page indicates whether grant proposals are related to this IRB protocol, and which of the listed proposals, if any, have been compared to this IRB protocol, if required.