CASE STUDIES OF

UNDERGRADUATE WOMEN'S LEADERSHIP DEVELOPMENT

AT A STATE UNIVERSITY

by

Judith Marie Lynch

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ABSTRACT

Leadership development among undergraduate college women is essential to institutions of higher education and to society. Research has indicated that sex-bias and sex-stereotypes are abundant, with men frequently being labeled as the more prominent gender in leadership roles and situations. Opportunities for women to emerge as leaders have not been as plentiful as they have for men, often limiting the self-awareness that women may have of their own strengths. The purpose of this study was to identify the leadership development factors associated with individual women leaders at a state institution of higher education.

The methodology used in this study focused on personal interviews with women who had been selected for the *Who's Who Among Students in American Universities and Colleges* (*Who's Who*) 1998-1999 membership. Two-hour individual sessions were arranged for 20 undergraduate women student leaders. An interview protocol was designed to ask seven questions to each of the participants to answer five research questions regarding influences that affected their undergraduate leadership development. While 18 women participated in the study, a total of 17 stories are included in this dissertation after one woman decided not to share her study following her interview.

The results from this study indicate that higher education did not create leadership in the women who participated. Colleges and universities nurture and develop pre-existing leadership characteristics that women bring with them from their pre-college experiences. Institutions also provide mechanisms to allow women to become aware of their leadership strengths.

The intent of this study was to share the individual stories of women's leadership development. Prominent leadership development themes emerged from the analysis of the interviews. Values, attitudes, behaviors, and personal attributes were most influential to the leadership development of the majority of undergraduate women who participated in this study. The institutional environment and family members of many of the participants were also very influential to their undergraduate leadership development. The women reported that peers, faculty, staff, administration, and society in general had little or no influence on their leadership development.

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With a touch of sadness but a spark of true light, I wish to recognize my grandparents, Emil and Dorothy Johannsen, two of my strongest supporters who are here today only in spirit to share in my happiness. Commencement will be in their honor as I wear the regalia that they purchased for me at an earlier time when we had planned to share together in my celebration. To "Nanny" and "Poppy," we did it!

My parents, Daniel and Judith Lynch, remain the foundation for the completion of both my degree and this dissertation. They reinforced my commitment and goals every step of the way, expressing their pride through all of the decisions that I made. As I discovered through many of the case stories written, the support of parents is extremely influential to women leadership development, with mothers often serving as the most influential individuals. I am proud to say that my parents definitely confirm this finding! Both of them inspired me in tremendous ways. Their calls, cards, gifts, and laughs kept me feeling loved. They always tried to understand where I was emotionally, which was oftentimes difficult since I myself never really knew, and gave me the space as well as the closeness that I needed throughout the journey. For them, I walk.

My sister, Dee, her husband, Joe, my Goddaughter, Bebhinn (MWA), and "Favorite Boy," Ryan, were my "escape from Blacksburg." I knew that I had a room in their home whenever I needed to be with family or to just get away from everything. (Never did I imagine that I'd literally live there during my General Assembly days!)

Their love and pride in my efforts made a world of difference along the way, especially when I'd make the drive to Richmond to stay connected, often during times when the stress of writing was pulling me in different directions. A special thank you to Dee for reading, re-reading, and re-reading again my case stories to make sure that they "read right." I wish her luck and love in the completion of her master's degree, soon to be followed by her own doctoral degree pursuit.

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My brother Doug, his wife, Shellie, and my nieces, Mairin and Megan, kept me smiling throughout the years. Whenever the phone would ring and I'd hear, "I love you Aunt Ju-Ju," I'd picture Mairin waving to me at commencement and that would make me work even harder. In some ways, she became my muse. The time that Doug came to visit me, yet was greeted by a stressed out sister who needed to write that night rather than socialize, will always be a reminder to me of the sacrifices that I and my family made in an effort to finish this degree. I appreciated his support as he drove back to NJ that night rather than spending time with me.

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CHAPTER 1

INTRODUCTION

Statement of the Problem

Leadership development among undergraduate college women is essential to institutions of higher education and to society at large. Women are not always aware of their leadership potential (Miller, 1986; Sanford & Donovan, 1984) and may benefit from opportunities provided to them through college involvement. As women's leadership strengths develop, so does their confidence (Covey, 1996; Cummings, 2000; McFarland, Senn, & Childress, 1994; Worell & Remer, 1992).

Involvement in one activity may lead to involvement in another activity where a sense of ownership and management may emerge. These types of experiences follow women beyond graduation and into their careers and communities as they take on additional service and support roles, benefiting themselves as well as others (Barnard, 1997; Burns, 1995; Chambers, 1994; Nuss, 1994; Posner & Brodsky, 1993).

Researchers have suggested that gender stereotypes are abundant in society, with men oftentimes being labeled more prominent in leadership roles and situations (Baczynski & Velasco-Thompson, 1982; Bass & Avolio, 1997; Cann & Siegfried, 1987; Geis, Brown, & Wolfe, 1990; Komives, 1994; Rhue, Lynn, & Garske, 1984). Stereotypes place men above women when it comes to leadership in most contexts including corporate, political, religious, and institutional, oftentimes without recognizing who actually may be the more suitable leader (Cann & Siegfreid, 1987; Grint, 1997; Luthar, 1996; Rosener, 1997; Wentworth & Anderson, 1984). Men are considered stronger and more authoritative, having a sharp ability to lead (Bridges, 1996; Inness, 1998) whereas women are labeled as emotional, dependent (Lawler, 1989) and less

direct when leading (Wentworth & Anderson, 1984). "'Maleness' equates with effective

leadership while 'femaleness' may be seen as inappropriate" (Cann & Siegfreid, 1987, p. 401).

For men and women to move past gendered leadership stereotypes, women must be made

aware of available opportunities and provided with positions of authority. Higher education

institutions have responded to this call for action by defining and strengthening student

leadership skills through undergraduate involvement (Burns, 1995; Chambers, 1992, 1994; Nuss,

1994). Since female students make up the larger percentage of higher education populations

(Boyer, 1987; Jacobs, 1999; Marshall, 1997; Wilkie & Thompson, 1993), it is important to

recognize how their leadership development needs may differ from those of their male

counterparts to ensure that appropriate leadership programming efforts are made. Being able to

adequately predict and respond to differences may help institutions provide stronger and more

comprehensive programming efforts for women's leadership development and positively affect

their contributions to higher education and beyond.

Perceptions of exemplary or distinctive leadership attributes among college students can

vary among their peers, faculty, staff, administration, and self-awareness. In addition, individuals

may perceive their own leadership style differently than how others view them. The meaning of

leadership is not clearly defined, oftentimes resulting in a somewhat vague or varied

understanding of the term. According to Schein (1996), this is because "different researchers

focus on different elements" (p. 60). For example, leadership has been associated with vision,

personal commitment, empowerment, and risk (Astin & Leland, 1991; McFarland et al., 1994).

It has been viewed as patriarchal (Bridges, 1996), commanding, personally guiding (Pinchot,

1996), and dependent upon the task at hand and characteristics of the individual who is leading

(Schein, 1996). This is true when it comes to recognizing leadership in others as well as oneself.

In many instances, individuals are unaware of their own leadership potential, let alone that of their peers. Through interaction with other college students and higher education professionals, women are able to learn who they are as leaders in an environment where they can receive support and assistance while they develop their skills (Berndt, 1999; Keefe & Berndt, 1996; Wolf-Wendel, 2000).

Colleges and universities can proactively provide leadership development through student involvement. Researchers have identified the positive effect that extra curricular participation has offered to student leadership development during the college years (Astin, 1993; Astin, 1985; Astin, 1984; Astin, 1977; Boyer, 1987; Chambers, 1994; DeJulio, Larson, Dever, & Paulman, 1981). Involvement contributes to the academic, professional, and social development of students, ultimately assisting with future societal roles (Albrecht, Carpenter, & Sivo, 1994; Astin, 1985; Cooper, Healey, & Simpson, 1994; Kuh, Schuh, Whitt, & Associates, 1991; Pascarella & Terenzini, 1991; Winston & Miller, 1994). Skills that are important for leadership roles during the college years, when properly recognized and supported, also prepare students beyond graduation (Albrecht et al., 1994; Astin, 1984, 1985; Pascarella & Terenzini, 1991; Sutton & Kimbrough, 2001).

Collegiate leadership development is invaluable to the future leadership needs of society as students learn how to respond to situations and people respectively. It is during the college years that relationships and opportunities begin to diversify (Albrecht et al., 1994; Astin, 1993; Sutton & Kimbrough, 2001; Winniford, Carpenter, & Grider, 1997). Interactions with other students, faculty, staff, and administration in both academic and social settings present new leadership challenges and opportunities (Astin, 1993; Sax & Astin, 1998). Students acquire new levels of competency to manage circumstances in an appropriate and educational manner that

will transfer into experiences beyond college. The proper guidance and direction from university resources including people, programs, learning and counseling centers, and other support networks impact student leadership development potential (Astin, 1985; 1993; Huebner & Lawson, 1990; King, 1990; Miller & Winston, Jr., 1990; Rodgers, 1990; Strange & King, 1990; Terry, 1992).

Higher education institutions influence leadership development as they recognize leadership potential in students and then provide opportunities to expand such skills (Astin, 1993). This is especially true for women who may not be aware of their leadership attributes (Miller, 1986; Sanford & Donovan, 1984). Since researchers have identified that women have had fewer opportunities to develop their leadership potential, more emphasis is needed by institutions to promote women in positions of authority through programming and student involvement (Thom, 2001; Whitt, 1994; Wolf-Wendel, 2000). Awareness of factors that will assist students, especially college women, in developing their leadership skills will have a positive effect on the types of services that institutions would best provide. Programs designed to achieve women's leadership development results benefit women through all phases of their educational experience.

Prospective and current women and alumnae may benefit from programming efforts and expanded leadership opportunities designed specifically for women. This could also affect the institution's ability to actively recruit, retain, and graduate female students (Chambers, 1992, 1994; Posner & Rosenberger, 1997). Since women look to other women for support, it is important that colleges and universities showcase their women's programs to prospective students and deliver programs to current students.

When considering college women student leaders, many factors may be associated with their individual leadership development, affecting both their academic and social interactions (Bressler & Wendell, 1980; Greenberg, Pyszczynski, Burling, Simon, Solomon, Rosenblatt, Lyon, & Pinel, 1992; Johnson, Vincent, & Ross, 1997; Leary, Terdal, Tambor, & Downs, 1995; O'Brien et al., 1994; Preissler & Hadley, 1992; Wentzel, 1996; Zuwerink & Devine, 1996). Some of the more current issues affecting women's leadership include: identity (Bressler & Wendell, 1980; Carledge & Millburn, 1980; Hotelling & Forrest, 1985; Komives, Lucas, & McMahon, 1998; Neimery & Rareshide, 1991; Oliver, 1999); self-esteem (Greenberg et al., 1992; Johnson et al., 1997; Leary et al., 1995); motivation (Donald, 1999; Feldman & Paulsen, 1999; Paulsen & Feldman, 1999; Wentzel, 1996; Wlodkowski, 1999; Wren, 1995); and career aspirations (Bressler & Wendell, 1980; O'Brien, Sedlacek, & Kandell, 1994; Preissler & Hadley, 1992). Understanding and predicting these and other leadership attributes will assist current higher education programming efforts while preparing for future trends.

With women comprising the majority of higher education institution enrollments (Boyer, 1987; Jacobs, 1999; Marshall, 1997; Wilkie & Thompson, 1993), it is important for colleges and universities to be aware of women's needs as both students and student leaders. There is an additional necessity for institutions to recognize how majority and minority women differ in leadership backgrounds and college leadership programming requirements. Listening to what women say about themselves and their experiences is the first step toward understanding women's leadership development.

Individual accounts of leadership development that college women bring with them into academia are of significant value. Factors such as values, attitudes, behaviors (Astin, 1977, 1993), involvement in social and academic organizations (both before and during college),

family influences, peer influences, societal influences, the institutional environment, and other unique characteristics that women experience affect their personal development (Astin, 1993). What women have to say about their own distinct circumstances is important information for colleges and universities. Women's stories can help higher education institutions recognize those circumstances and develop and implement programs accordingly.

<div align="center">Purpose of the Study</div>

The purpose of this study was to identify the self-described stories of the development and use of leadership talents among selected senior-level undergraduate women students at one large, state university. The inquiry focused on successful women students who had demonstrated exceptional leadership talents in an effort to determine some of the individual influences that affected their development. The data generated insights about leadership development and the impact of a variety of influences. Since leadership development involves the entire college environment and community (Komives et al., 1998), distinct interest was sustained in the effects of the college environment throughout the study; however, evidence was sought from each participant about all sources of influence, including family and other prior-to-college sources.

<div align="center">Research Questions</div>

(1) What are the values, attitudes, behaviors, and personal attributes that undergraduate senior-level college women associate with the development of their leadership skills?

(2) What environmental stimuli do undergraduate senior-level college women associate with the development of their leadership skills?

(3)   What peer interpersonal relationships do undergraduate senior-level college

women associate with the development of their leadership skills?

(4)   What relationships with faculty, staff, and administration do undergraduate

senior-level college women associate with the development of their leadership

skills?

(5)   What family and/or societal influences do undergraduate senior-level college

women associate with the development of their leadership skills?

<div align="center">Definitions of Terms and Variables</div>

<u>Attitudes</u>

Attitudes can best be defined as the personal responses to an individual's own values,

beliefs ethics, and character. Sex ethnicity, what one may think, and how one may act may each

have an affect (Phelps & Austin, 1975). For this study, attitudes were reflected through the

responses shared by the participants relating to their personal feelings, what they believed, how

they were reared, and how they perceived themselves as leaders.

<u>Behaviors</u>

Behaviors in this study were personally identified by the women as actions taken by

themselves in response to their positions as leaders and working with others. Some behaviors

were learned and some were a result of their upbringing; others were a result of their pre- and

current college leadership involvement.

<u>Environmental Stimuli</u>

According to Komives et al. (1998), effective institutional leadership involves the entire

environment or community where the institution is located. This location may include the actual

campus, town, state, nation, and/or the world. The process of student development is a

combination of physical, intellectual, social, and personal conditions, combined to form the

college environment (Terry, 1992). This environment provides students with the ability to

explore their personal and professional interests (Albrecht et al., 1994; Bressler & Wendell,

1980; O'Brien et al., 1994; Preissler & Hadley, 1992).   Environmental stimuli for the purpose of

this study include any and all features, resources, and opportunities affiliated with the college

experience that may affect women students (Kezar & Moriarty, 2000). Residence hall buildings,

campus grounds, student union, organizational opportunities, and programming efforts are

examples of some of the stimuli shared by the participants.

Leadership

Leadership is defined as the act of individuals to guide or influence others in an

organized manner through some form of activity or process that is aimed at benefiting the

common good (Barnard, 1997; Kets de Vries, 1997; Komives et al., 1998; Stogdill, 1997; Wren,

1995; Yukl, 1998). For the purpose of this study, the term "leadership" relates to involvement at

the undergraduate level in campus and community activities and student organizations (Kezar &

Moriarty, 2000). This involvement provided the participants with an opportunity to be

responsible in some way to each of their organizations as well as for the direction and

management of other students.

Leadership Development

Leadership development is an outcome of an individual's ability to guide at least one

other person while being able to recognize and assess the potential within that person as well as

oneself (McLean & Weitzel, 1991). It involves collective and active learning, participation in

purposeful activities where competencies can be evaluated, a level of risk, and the manifestation

of values with ongoing support, counseling, and validation from other experienced leaders (Astin

& Leland, 1991). This study explains the types of leadership development that the participants

identified through the sharing of their individual stories.

Minority Students

The term minority and minority students throughout this study refer to African American

undergraduate students (Hayden, 2000).

Peer Interpersonal Relationships

The term "peers" defines individuals of the same-age group who share similar abilities

and other commonalities (Gardner & Jewler, 1997; Lloyd & Duveen, 1993; Matlin, 1987;

Musser & Graziano, 1991).   Interactions that the participants have with others at the

undergraduate level, both positive and negative, are defined as peer interpersonal relationships

(Renn & Arnold, 2003).

Personality Attributes

Personality attributes are the distinctive qualities or features related to an individual's

character including special preferences, likes and dislikes, judgments, and manners of expressing

one's true feelings (Merton, 1989). It is a measure by which an individual's goals in leadership

situations can be reflected through his/her motivational structure (Fiedler, 1997).

Relationships with Faculty, Staff and Administration

The interactions of students with professional members of the institution are identified as

relationships with faculty, staff, and administration (Komives et al., 1998). Senior-Level

According to this study's 1998-1999 university undergraduate catalog, students who have

completed a minimum of 90 credit hours were considered senior-level.

Values

       Values are those standards or principles considered to be of significance when determining what is right and wrong ethical and unethical, moral and immoral, to an individual or a group of individuals (Bennis et al., 1992; Kouzes & Posner, 1996; Kuh et al., 1991; Wilcox & Ebbs, 1992; Yukl, 1998). These values can be influenced by gender, race, academic ability, and the type of college or university a student attends (Terry, 1992), recognizing aesthetics, economics ethics, and politics, to name just a few conditions with which students are faced (Wilcox & Ebbs, 1992).

<div align="center">Organization of the Study</div>

       This report is divided into six chapters. Chapter One introduces the study, including its purpose, research questions, and definitions as used throughout the dissertation. Chapter Two presents the literature review conducted on leadership and women's leadership development, including an introduction to African American student leadership development, with a focus on African American women. Chapter Three describes the methodology/procedures used to collect and analyze the data. The format by which the study was conducted, including the sample and method of data presentation, are also included in this chapter. Chapter Four shares the personal stories of each woman who participated in this study. Fictitious names were used to protect the identity of the participants (Arthur & Nazroo, 2003; Lewis, 2003). Chapter Five discusses the analysis of the data revealed through the individual interviews and identifies the themes that emerged from the combined interviews. Finally, Chapter Six presents the conclusions to the study, including suggestions for further research and implications for practice.

CHAPTER 2

LITERATURE REVIEW

The purpose of this review is to examine undergraduate women's leadership development through literature from 1980 through 2003. The findings will then be related to the data collected during individual interviews conducted with undergraduate women leaders at a state institution of higher education. As suggested by Dey (1993), Gray (2003), Marshall and Rossman (1989), Sowell (2001), and Wiersma (2000), literature reviews are significant to qualitative research. The purpose of a literature review is to identify principal theories behind each research question. It directs the study and defines the theories while showing that researchers recognize similarities and disparities from previous research when compared with their studies. Literature reviews provide researchers with related information from former studies (Bogdan & Biklen, 1982; Borg & Gall, 1989; Marshall & Rossman, 1989; Slavin, 1992; Sowell, 2001; Wiersma, 2000).

While aspects of this topic had been researched prior to this period, information from more recent years was selected to best represent today's undergraduate women. Presented in this chapter will be the influences of higher education and student development on leadership. Attention will be focused on women's leadership issues with an additional emphasis placed on minority women. Gender differences will be introduced in relation to leadership development, with some of the attributes associated with women's leadership development also being identified. This literature review concludes with implications that would benefit higher education institutions as they respond to the needs associated with undergraduate women's leadership development.

Student Development

"Education is undeniably a powerful change process" (Mahoney, 1982, p. 72). This process refers to the personal, social, cognitive, and/or external transformation of students (Pascarella & Terenzini, 1991). Scholars have made many efforts to understand the influences of college on students and whether student development is affected by specific characteristics of students and/or their respective institutions (Toutkoushian & Smart, 2001). The term *student development* [italics added] represents the changes affecting students during their college experience (Albrecht et al., 1994; King, 1990; Learner, 1986; Pascarella & Terenzini, 1991; Rodgers, 1980, 1990; Silin, 1993; Strange & King, 1990). Both academic and extra-curricular involvement have been identified as significant variables to student development, each influencing the potential change of students. How a student chooses to spend his/her time, whether it is inside the classroom or outside, profoundly impacts his/her development (Boyer, 1987; Cooper et al., 1994; Creamer, 1990; Kezar & Moriarty, 2000; Komives et al., 1998; Pascarella & Terenzini, 1991).

Student affairs divisions are highly regarded for their intense student development programming efforts for undergraduate students (Burns, 1995; Evans, Forney, & Guido-DiBrito, 1998; Knock, 1988; Kuh et al., 1991; Moran, 2001; Rodgers, 1990; Sandeen, 1988), although they are not intended to enhance definitive developmental outcomes in students (Creamer & Creamer, 1990; Evans et al., 1998). There is a fundamental premise that "… people can change and that educators and educational environments can facilitate that change" (Miller & Winston, 1990, p. 99). The environment, including interactions between students, their peers, and their instructors are essential elements in promoting leadership development (Astin, 1993; Evans et al., 1998; Kuh et al., 1991; Mable & DeCoster, 1981).

Institutional Environment

Institutional environments are known to affect student development (Evans et al., 1998; Huebner & Lawson, 1990; King, 1990; Kuh et al., 1991; Mable & DeCoster, 1981; Miller & Winston, 1990; Rodgers, 1990; Strange & King, 1990; Terry, 1992; Whitt, Pascarella, Elkins Nesheim, Marth, & Pierson, 2003). College students pursue intellectual and personal opportunities from their educational environments with an expectation that their experiences will be a combination of both (Mable & DeCoster, 1981). It is impossible to predict exactly how students will be affected by higher education, as students enter into colleges and universities with their own sets of behaviors, attitudes, beliefs, and values (Evans et al., 1998; Huebner & Lawson, 1990; Miller & Winston, 1990; Moore & Upcraft, 1990; Rodgers, 1990; Terry, 1992; Tomlinson-Clarke & Clarke, 1994; Whitt et al., 2003).

According to Huebner and Lawson (1990), institutional selectivity, graduation rates of students, faculty, libraries, social climate, and size are characteristics of institutional environments. Additional aspects include the physical facilities, the actual physical environment, curriculum and co-curriculum, the human element (including faculty, administrators, and students) and the social/psychological and university philosophy (Astin, 1993; Evans et al., 1998; Huebner & Lawson, 1990; Kuh et al., 1991). The physical environment takes into consideration classrooms, residence halls (Astin, 1984; Boyer, 1987; Mable & DeCoster, 1981), bookstores, daycares, food operations, counseling programs (Mable & DeCoster, 1981), administration buildings, gymnasiums, student unions, walkways, and lawns (Boyer, 1987), to name just a few. In addition, the type of architecture, temperature, spatial configurations, colors, and textures may all be regarded as physical effects of campuses (Huebner & Lawson, 1990). In summary, everything that the university has to offer students can

be part of their institutional environment and can directly influence student development (Astin, 1993).

Because of the impact of institutional environments, college and university campuses ultimately promote interaction among individuals. Relationships among students and between students and faculty are important aspects of the educational process. Such relationships directly influence the development of undergraduate students (Albrecht et al., 1994; Astin, 1984, 1993; Evans et al., 1998; Knefelkampf, 1981; Miller & Winston, 1990; Riahinejad & Hood, 1984; Sax & Astin, 1998; Terry, 1992; Thomas & Chickering, 1984; Toutkoushian & Smart, 2001; Wolf-Wendel, 2000).

Peer Influences

"Adolescence represents a time of change and adjustment in a young person's life" (Bretz, Kher, & Lacina-Gifford, 2000, p. 32). During adolescence, intimate friendships with peers are influential to the maturation of individuals, especially to their self-worth (Bretz et al., 2000; Giordano, 1995; Hotelling & Forrest, 1985; Keefe & Berhdt, 1996; Matlin, 1987; Miller & Winston, 1990; Rodgers, 1990; Stephenson-Long & Cobb, 1983). Institutions of higher education provide opportunities for peer relationships to develop among students (Astin, 1993; Pascarella & Terenzini, 1991; Wolf-Wendel, 2000; Whitt et al., 2003). College and university communities benefit women through supportive peer cultures that motivate and influence student development (Wolf-Wendel, 2000).

"Much has been made of the influence of peer culture on college students, but the processes by which peers influence learning and development remain largely opaque to higher education researchers and administrators" (Renn & Arnold, 2003, p. 261). Close friends can positively affect an individual's identity. Friendships enhance a person's self-esteem and

provide emotional support (Astin, 1993; Boatwright & Egidio, 2003; Giordano, 1995; Osterman, 2000; Rodgers, 1990; Sax & Astin, 1998; Wolf-Wendel, 2000). "Success in the peer arena (variously defined) has been linked to higher self-esteem, positive psychological functioning, a better chance for marital success, and even the inhibition of aggression and other antisocial behavior" (Giordano, 1995, p. 689).

Friendships seem to have a very strong influence on college student development when compared with other institutional elements (Kuh, Hu, & Vesper, 2000; Pascarella & Terenzini, 1991; Renn & Arnold, 2003). College is a representation of life; students become like the individuals with whom they fraternize (Gardner, 1997; Renn & Arnold, 2003). Osterman (2000) identified that peer relationships contribute to: (a) The development of basic psychological processes important to student success, (b) academic attitudes and motives, (c) social and personal attitudes, (d) engagement and participation, and (e) academic achievement. Friendships have been regarded as higher in quality when they include intimacy, trust, loyalty, affection, and emotional support (Berndt & Perry, 1986; Furman & Buhrmester, 1985; Parker & Asher, 1993).

Faculty Influences

Relationships formed between college students and faculty can positively contribute to a successful undergraduate experience (Astin, 1984, 1993; DeCoster & Brown, 1982; Kimweli & Richards, 1999; Kuh et al., 1991; Sax & Astin, 1998; Stewart & Post, 1990; Toutkoushian & Smart, 2001; Weingartner, 1992; Whitt et al., 2003; Wolf-Wendel, 2000). Colleges and universities take on the role of a home away from home, where students are encouraged to make themselves as comfortable as possible in their new environment (Mable & DeCoster, 1981). By attempting to relate with faculty, students can add this type of personal communication to their efforts of fitting in at college (Astin, 1993; Kimweli & Richards, 1999; Kuh et al., 1991). "…

[R]esearch suggests that students do better when they get one-on-one attention from faculty" (Wolf-Wendel, 2000, p. 319). Increased interaction both within and outside of the classroom strengthens students' connections to their institution (Toutkoushian & Smart, 2001).

Teacher-student relationships are significant to the development of students (Astin, 1984, 1993; Boyer, 1987; Frymier & Houser, 2000; Kuh et al., 1991; Nuhfer, 1999; Wolf-Wendel, 2000). Faculty members primarily serve as academic teachers (Ferren, 1997; Gaff, 1997; Garcia & Ratcliff, 1997; Hawthorne, 1997; Katz, 1981; Stark & Lattuca, 1997; Weingartner, 1992) but also contribute to the development of students in other ways, such as academic advisors, career counselors (Astin, 1993; Boyer, 1987; Jewler, 1997; Stark & Lattuca, 1997), committee members, and university administrators (Jewler, 1997). The role of a faculty advisor within a student organization may also be a valuable tool in the growth of individuals. The organizational advisor can take a more holistic approach and see beyond the academic classroom into other areas of student life and can play a nurturing role in leadership development (Boyer, 1987; Kuh et al., 1991; Nuhfer, 1999).

Unfortunately, faculty-student relationships are not as prevalent as they once were (DeCoster & Brown, 1982; Kuh et al., 1991; Mable & DeCoster, 1981). One reason for this is that many students are intimidated by faculty members (Kuh et al., 1991) and believe that their faculty members do not care about them (Boyer, 1987). Rather than attempting to dispel such notions by students and make efforts to get to know their students, many faculty members choose to look the other way. They choose to focus only on their roles as instructors. "Not all faculty are comfortable with the idea of becoming open enough to be fully known to students" (Boyer, 1987, p. 158).

A large number of faculty members do not recognize out-of-classroom involvement with students to be of significance (Cooper et al., 1994; Kuh et al., 1991). They believe that they are at the university to teach and that teaching is their only role (Boyer, 1987). Faculty members are frequently considered to be disinterested with student problems, indifferent to student learning difficulties, and individuals who talk down to their students. They do not traditionally seek out experiences with their students beyond the classroom.

Students are also responsible for whether or not faculty relationships develop and endure during their undergraduate years (Mable & DeCoster, 1981). Just as many faculty members do not take the initiative to establish friendships with students beyond the classroom, most students do not make attempts to originate relationships with faculty members outside of the classroom setting (DeCoster & Brown, 1982; Mable & DeCoster, 1981).

In addition to faculty not recognizing the personal gains that they may receive by knowing their students, many cite the university system as the reason for their limited student involvement. Reward systems for faculty to develop relationships with students are not defined by many institutions, forcing professors to choose between students and research (Apps, 1988; Carnegie Foundation, 1990; Kuh et al., 1991). Additionally, faculty teaching requirements have caused time constraints, another reason for small numbers of social relationships to develop between them and their students (Astin, 1993; Frymier & Houser, 2000; Kuh et al., 1991).

Students should take the necessary action to establish contact with faculty members beyond the traditional student-teacher role. Personal relationships between students and faculty can open many doors for student involvement on college campuses. Faculty members can serve as catalysts for information sharing of opportunities that students may otherwise have never heard (DeCoster & Brown, 1982; Kramer, Bryan, Rood, & Smith, 1982; Thomas, Murrell, &

Chickering, 1982). Taking the initiative to become social with faculty and other individuals during the college years will benefit students in academics as well as organizational leadership positions. Students will (a) meet people with similar interests and ideas to their own, (b) gain experience with a brand new interest, (c) enhance communication skills that may help them with academic classroom presentations, (d) expand their resumes, (e) become acquainted with advisors who may be of significance in other college areas, and (f) persist with involvement well beyond graduation (Ramsdale, 1997).

<div align="center">Leadership</div>

The term *leadership* [italics added] has held numerous definitions over time (Bass, 1997; Insch, Moore, & Murphy, 1997; Kotter, 1988; McFarland et al., 1994; Pfeffer, 1985; Rosenbach & Taylor, 1985). Primarily, it has been used to identify the process of inspiring a group (or groups) of people in some similar direction through non-forced behavior (Bass, 1997; Chemers, 1997; Kakabadse & Kakabadse, 1999; Kotter, 1988; McFarland et al., 1994; Wren, 1995). Producing effective leaders is a necessity today to prepare for tomorrow's societal needs and concerns (Burns, 1995; Cooper et al., 1994; Heller, 1982; Kakabadse & Kakabadse, 1999; McFarland et al., 1994; Wren, 1995). "Through sharing their vision, they (leaders) clarify the present, show how the past has influenced the present, and propose a view of the future" (Kakabadse & Kakabadse, 1999, p. 5). Individuals need to look past their immediate comfort zones and look into the future for ways that they can contribute (McFarland et al., 1994). This is especially true for college students who have the ability to emerge as the leaders of tomorrow through extra curricular involvement, in response to the needs that exist beyond their college experiences (Albrecht et al., 1994; Astin, 1985; Boyer, 1987; Cooper et al., 1994; Kuh et al., 1991; Pascarella & Terenzini, 1991; Weingartner, 1992; Winston & Miller, 1994).

Leadership Emergence

To set the foundation for the emergence of leaders, a small number of conditions must be present: (a) A group of two or more persons, (b) a common task or goal-oriented activity, (c) differentiation of responsibility in which some of the members have different duties (Stogdill, 1997), with (d) a belief in oneself, (e) a passion for the job, and (f) a love of people (Handy, 1996). A set of principles, convictions, and standards that a leader exhibits and that group members support is also beneficial to the emergence of leaders (Rogers, 1992). His/her beliefs will represent the ideology of the persons for whom he/she is responsible (Stogdill, 1995).

When confronted with leaderless groups or team interaction, the role of *leader* [italics added] will emerge by at least one of the members and is often adopted by the other members (Berdahl, 1997; Handy, 1996; Matlin, 1987; Moss & Kent, 1996). With all members being considered equal peers within a group, one person will exhibit a higher level of authority and ultimately become the leader (Berdahl, 1997; Matlin, 1987). It is difficult to ascertain in advance which individual will emerge as the leader in such instances, although the inference over the years has been that a male will take on the position (Heller, 1982; Kakabadse & Kakabadse, 1999; Matlin, 1987). "When a group of strangers must work together on a task, they sometimes have no prior basis on which to decide who has the best leadership ability. In these cases, the person with the highest status frequently becomes the leader, and at present, males are likely to have the highest status. A male is likely to be seen as the potential leader of the group, even when other information suggests that a female is truly the leader of that group" (Matlin, 1987, p. 232).

Gender alone should not determine leadership (Astin & Leland, 1991; Boatwright & Egidio, 2003; Heller, 1982; Kakabadse & Kakabadse, 1999; Rosener, 1995; Schein, 1995). A

person's strengths, abilities and democratic approaches such as collaboration and teamwork are what matter (Boatwright & Egidio, 2003; Kezar & Moriarty, 2000). There should be a balance between men and women in leadership positions based upon leadership capabilities. Leadership characteristics need to be revealed in order to recognize the most suitable individual to become the group leader (Baczynski & Velasco-Thompson, 1982; Heller, 1982; Matlin, 1987; McFarland et al., 1994; Yukl, 1998).

College students are exposed to many experiences that prepare them for leadership emergence (Albrecht et al., 1994; Astin, 1985; Cooper et al., 1994; Kuh et al., 1991; Matlin, 1987; Pascarella & Terenzini, 1991; Weingartner, 1992; Winston & Miller, 1994). Whether it is academic reinforcement, campus awareness programming, or organizational membership, students are provided with numerous resources to identify and expand upon their interests (Astin, 1985; Boyer, 1987; Carskadon & McCarley, 1997; Salane, 1997).

College and University Leadership Opportunities

Society has placed value on the need for leadership development. In response, colleges and universities have tailored courses to satisfy areas of management, supervision, and administration. Educational leadership programs have become a popular trend among colleges and universities (Burns, 1995; Stark & Lattuca, 1997; Stetch, 1983; Vecchio, 1997).

Undergraduate leadership is presented in many different forms, not always in the context of a classroom-learning format. From the moment a student arrives on campus for new student orientation, opportunities for extra-curricular involvement are presented (Cooper et al., 1994; Weingartner, 1992), including the actual attendance of the orientation program (Cooper et al., 1994; Pascarella, Terenzini, & Wolfe, 1986). Resident advisor positions, academic aides, peer counselors, student government officers, fraternities, sororities, and hundreds of other clubs and

organizations have provided colleges and universities with many resources for promoting leadership (Boyer, 1987; Carskadon & McCarley, 1997; Chambers, 1994; DeJulio et al., 1981; Kuh et al., 1991).

Throughout the years, researchers have indicated that out-of-class experiences are important to the holistic development of college men and women (Albrecht et al., 1994; Astin, 1985; Boyer, 1987; Cooper et al., 1994; Kuh et al., 1991; Pascarella & Terenzini, 1991; Weingartner, 1992; Winston & Miller, 1994). The institutional expectation is that students will be prepared for life after college in both personal and professional successes through their collegiate endeavors (Albrecht et al., 1994; Boyer, 1987; Evans et al., 1998; Weingartner, 1992). Student organizations provide opportunities for the development of friendships and camaraderie among students to develop (Sutton & Kimbrough, 2001). How students are engaged during their college years is of educational importance (Carskadon & McCarley, 1997; Evans et al., 1998; Kezar & Moriarty, 2000; Weingartner, 1992), especially as they move forward into positions of leadership authority. Campus involvement is one way to promote students taking on leadership roles (Kezar & Moriarty, 2000).

To provide an essential basis for leadership and involvement to be nurtured, higher education institutions have instituted various enhancers. For example, living environments, student governments, extra-curricular activities (Mable & DeCoster, 1981), organizational involvement (Kezar & Moriarty, 2000; Posner & Rosenberger, 1997), as well as state and national student associations (Downey, 1981) all provide interaction and opportunities for involvement. Participation in college/university activities opens many doors to both social and academic networks, develops interpersonal skills, and raises the probability of perseverance and goal achievement (Cuseo, 1998; Pascarella & Terenzini, 1991; Tomlinson-Clarke & Clarke,

1994). According to Gardner (1997), the likelihood for students to graduate from college increases by their involvement in even one extra- curricular area. By assimilating students into the university community, they feel encouraged to persist through their undergraduate years to graduation (Tinto, 1993).

The ability to meet and interact is essential to student leadership. The manner by which people assemble for similar interests strongly affects the integrity of the decisions that they make (Weingartner, 1992). Through campus and organizational involvement, students are afforded numerous opportunities to learn and to use their leadership skills (Astin, 1985; Carskadon & McCarley, 1997; Kezar & Moriarty, 2000; Mable & DeCoster, 1981; Preissler & Hadley, 1992). According to Yukl (1998), the term *skill* [italics added] pertains to an individual's ability to be competent while attempting to do something.

With regard to men and women, the question of which gender is more prevalent among leaders continues to be asked (Eagly & Karau, 1991; Rosener, 1995; Spitzburg, 1995; Schein, 1995; Watson & Behnke, 1990; Wren, 1995). Society has labeled behaviors as either masculine or feminine, placing strong convictions and distinct values of men and women on each behavior (Heller, 1982; McFarland et al., 1994; Wood, Giordano-Beech, Taylor, Michela, & Gaus, 1994). Studies have indicated that a man's chances for demonstrating his leadership strengths are greater than a woman's, as men have traditionally been provided with more support than women (Eagly & Karau, 1991; Kakabadse & Kakabadse, 1999; Schein, 1995). Women are less likely to be chosen for positions that men have traditionally held, regardless of their abilities. Men frequently receive offers for positions considered traditionally male and female, regardless of their own personal levels of masculinity, femininity (Schein, 1995; Zebrowitz, Tenenbaum, &

Goldstein, 1991) or androgyny, meaning non-gendered (Coole, 1995; Heller, 1982; Hotelling & Forrest, 1985; Schein, 1995).

Gender and Leadership Traits

Masculine and feminine traits have long been of interest to researchers (Cross & Madson, 1997; Lippa, 1997) with stereotypic beliefs regarding male and female characteristics remaining strong. Society has labeled behaviors as either masculine or feminine (Fennema, 1990; Komives et al., 1998; McFarland et al., 1994; Wood, Christensen, Heble, & Rothgerber, 1997), with the ability of individuals to possess both characteristics (Fennema, 1990; Hotelling & Forrest, 1985). Gender-neutral or androgynous leadership traits have emerged over the years as a result of the labels affixed to feminine and masculine areas that cannot be categorized as either (Coole, 1995; Heller, 1982; Hotelling & Forrest, 1985; Schein, 1995) with the best traits of men and women being combined under this term (Baczynski & Velasco-Thompson, 1982; Heller, 1982).

Masculine Leadership Traits

Previous researchers have determined that traditional masculine behaviors are more representative of leadership characteristics while feminine characteristics have been labeled as less significant (Astin & Leland, 1991; Baczynski & Velasco-Thompson, 1982; Cann & Siegfried, 1987; Gilligan, 1982; Rhue et al., 1984). There is a relationship between maleness and strength, indicating authority. Defined, strength signifies assurance, superior judgment, leadership, and the ability to discipline, characteristics traditionally used to describe males (Inness, 1998). As a result, women have taken on lesser degrees of responsibility for leadership than men (Rhue et al., 1984); men have emerged more often as leaders (De Matteo et al., 1996; Wentworth & Anderson, 1984).

"Boys are encouraged to take risks very early in life. Adults, including parents, often consciously or unconsciously reinforce this risk-taking behavior, and boys confuse taking risks with being male and masculine" (Canada, 2000, p. 14). This type of thinking and behavior has progressed from childhood into adulthood and has been threaded into the concept of what has been identified as masculine leadership traits (Hollander & Yoder, 1984; Inness, 1998; Loden, 1985). Masculine leadership traits include such characteristics as independence, self-sufficiency, and decisiveness (Lawler, 1989). Assertiveness, controlling, aggressiveness, ambitiousness, dominance, forcefulness, self-confidence, and competitiveness are some examples of additional acceptable leadership traits of men (Berdahl, 1997; Heller, 1982).

Feminine Leadership Traits

Feminine traits have been characterized as emotional, dependent, and overly affectionate (Lawler, 1989). There is an emphasis on concern for others and a genuine interest in promoting interaction between individuals (Baczynski & Velasco-Thompson, 1982; Gilligan, 1982; Kezar & Moriarty, 2000; Komives et al., 1998; McFarland et al., 1994). Caring, intuitive, better able to see the human side of situations, collaborative, and focused on the situation more than hierarchy also define feminine characteristics of leadership (Gilligan, 1982; Helgesen, 1990) in addition to being empathetic, supportive, and selfless (Berdahl, 1997; Gilligan, 1982).

Over the years, women have shown strength in their leadership abilities (Inness, 1998) and a desire to be recognized for their leadership efforts. The female approach toward leadership, which is more maternal, has become the more popular style within recent years (Eagly & Johnson, 1990; Heller, 1982; McFarland et al., 1994).

Women and Leadership

"Women have natural characteristics that make them effective leaders" (Baczynski & Velasco-Thompson, 1982, p. 23). Defined, leaders are influential individuals who guide others toward an improvement that affects the lives of others (Astin & Leland, 1991). Women as leaders are concerned with others, especially the feelings of individuals, and have a better understanding of other women. According to Gilligan (1982), women define themselves based upon their sincerity to care about others.   They tend to avoid hierarchical power structures (Astin & Leland, 1991; Kakabadse & Kakabadse, 1999). Women have a certain capability of loving what they do and being very responsible with their tasks (Helgesen, 1990), although their leadership is not always received by others in a positive light. According to research conducted by Boatwright & Egidio (2003), "Women now comprise 56.5% of the total United States workforce but hold only 5% of the top leadership positions in the country" (p. 654).

Women work harder then men to prove their equal worth (Kakabadse & Kakabadse, 1999; Matlin, 1987; McFarland et al., 1994). In many instances, this is due to the lower visibility of women's leadership potential because of the lower leadership positions that they hold (Boatwright & Egidio, 2003). Women are often subjected to larger amounts of work in order to prove their capabilities. There is also a belief that women have to be better than men in their jobs to be regarded as successful (Kakabadse & Kakabadse, 1999). When proving that women can handle responsibilities as well as men, there is a mindset that they should exceed the expectations of others.

Although women are able to contend with men and situations that have traditionally been defined as masculine, their methods may differ. For example, aggressive behavior on the part of women is viewed as inappropriate, whereas in men, it is expected and respected (Gilligan, 1982;

Matlin, 1987; Sadker & Sadker, 1994; Vroom & Jago, 1995). Women are viewed as the

caretakers of others, many times depending on their maternal instincts when dealing with and/or

leading others (Gilligan, 1982; Gilligan, 1988a; Matlin, 1987; Nicholson, 1986; Sadker &

Sadker, 1994; Taylor, Gilligan, & Sullivan, 1995). It is more common for women to use a

democratic or participative style of leadership as compared with men, who often adopt autocratic

or directive styles (Avolio, 1999; Astin & Leland, 1991; Boatwright & Egidio, 2003; Buttner,

2001; Eagly & Johnson, 1990; Heller, 1982; Kakabadse & Kakabadse, 1999; Maher & Ward,

2001). Women are more collaborative with their leadership efforts (Boatwright & Egidio, 2003).

The undergraduate leadership trail of women begins with their roles as students.

Women's experiences both within and outside of classrooms are affected from the first day of

school and continue throughout their college years. How women were treated along the way by

teachers may play a significant role in their decisions to pursue positions of leadership while

attending college.

Women and Teachers' Expectations

The classroom teacher serves as a very powerful and influential model for the behavior of

children. The interactions with and expectations of teachers may have a direct influence on how

students evolve educationally and personally (Armstrong, 1985; Bretz et al., 2000; Carledge &

Millburn, 1980; Chipman & Wilson, 1985; Creamer, 1990; Frymier & Houser, 2000; Hechtman

& Rosenthal, 1991; Jussim & Eccles, 1992; Leder, 1990; Madson et al., 1997; Miller & Winston,

1990; Osterman, 2000; Sadker & Sadker, 1986). Teachers are agents of socialization and "play a

major role in determining whether students feel that they are cared for and that they are a

welcome part of the school community" (Osterman, 2000, p. 351).

Early in each academic year, teachers are apt to speculate on how well individual students will do in their classes (Brophy, 1983; Kesner, 2000). If they perceive that a child is capable or incapable of performing certain tasks, it is often communicated in a subtle manner (Hechtman & Rosenthal, 1991; Koehler, 1990; Maher & Ward, 2001). In turn, students respond to these premature expectations both positively and negatively. Students' actions, studies, and, in some instances, ability to learn may be affected as with self-fulfilling prophecies. Teachers tend to determine in their own minds what types of behavior are gender-appropriate, often affecting the classification of what boys or girls should be doing. Their thoughts might have an effect on what these children are actually capable of doing by limiting what the students are encouraged to do.

The disposition of the teacher and how he/she regards the boys and girls in his/her classroom becomes profoundly important to the ways that children for whom they are responsible learn. If the teacher is making preconceived speculations about the likelihood of success per child, his/her thoughts may ultimately affect how well each child performs in both traditional and non-traditional gender-specific roles. Teacher expectations are of great importance in these areas (Hechtman & Rosenthal, 1991; Kessler, 2000; Koehler, 1990; Wesley, 1998). Whether or not a child is reinforced for his/her ability to succeed in the classroom can have a direct impact on his/her feelings of positive attitudes, expectations, self-concepts, and performance (Marsh, 1989; Wesley, 1998). Teachers' influences can extend long beyond students' academic years (Wesley, 1998).

Boys and girls begin their early classroom experiences on even terms. It is through classroom socialization that boys and girls give in to their perceived expectations of others (Armstrong, 1985; Casserly & Rock, 1985; Chipman & Thomas, 1985; Marsh, 1989). One

explanation for this change is the different ways that many teachers treat their students. Whether by conscious or subconscious actions, males traditionally receive the most attention in a classroom environment (Lee, 1997; Maher & Ward, 2001; Marshall, 1997; Matlin, 1987; Osterman, 2000; Weinman, 1997). Female students tend to be less visible in the classroom as compared with male students (Boyer, 1987; Lee, 1997; Matlin, 1987). Teachers tend to pay closer attention to requests for help from males than from females. They listen more closely to their male students and attach more weight to what the males have said (Boyer, 1987; Fennema, 1990; Lee, 1997; Marshall, 1997; Matlin, 1987; Sadker & Sadker, 1994; Weinman, 1997).

Over the years, women have become silent students (Boyer, 1987; Brown & Gilligan, 1992; Gilligan, 1982; Matlin, 1987; Sadker & Sadker, 1994). "Even the brightest women remain silent. They may submit excellent written work, and will frequently wait until after class to approach a teacher privately about issues raised in discussion" (Boyer, 1987, p. 150). Even if they feel as though they have something to share, many women believe that few are interested in hearing what they have to say (Brown & Gilligan, 1992; Sadker & Sadker, 1994; Taylor et al., 1995). As a result, women do not feel their value or appreciate their abilities. They diminish their own feelings of academic worth, thinking that if their teachers are not recognizing their contributions, they must not be excelling in the classroom (Sadker & Sadker, 1994).

Teachers interact more with boys than with girls. They encourage boys and expect them to understand and inquire about how things such as how toys work while girls receive less overt nurturing (Bretz et al., 2000; Clark, 1992; Matlin, 1987; Sadker & Sadker, 1994). Teachers pay extra attention to their male students and/or end up advising the two sexes in different ways (Boswell, 1985; Bretz et al., 200; Clark, 1992; Fennema, 1990; Leder, 1990; Lee, 1997; Marshall, 1997; Sadker & Sadker, 1994). This example of classroom behavior is determined

early in the academic year (Boyer, 1987). Koehler (1990) suggests that teachers focus not only on the quantity of the time they spend with male and female students but on the quality of their interactions.

While the question of gender and intelligence has never been answered (Hechtman & Rosenthal, 1991), the issue of gender and leadership has been addressed. Leadership styles have been reported to develop differently among male and female students prior to either one actually *leading* [italics added] any group/groups (Vroom & Jago, 1995). Since girls receive less attention than boys in the classroom from teachers (Boswell, 1985; Bretz et al., 2000; Clark, 1992; Fennema, 1990; Leder, 1990; Lee, 1997; Marshall, 1997; Sadker & Sadker, 1994) they are more apt to question and underestimate their abilities. This lack of self-awareness and internal versus external locus of control often result in poor self-concept (Fennema, 1990; Lee, 1997; Meyer & Koehler, 1990; Stallings, 1985). Additionally, this insecurity can take its toll on how women feel when it comes to the challenge of leading others. Confidence takes place only after solutions to problems are found or material is understood (Meyer & Koehler, 1990).

Women as Students

The evolution of women in higher education has progressed greatly throughout the decades (Bretz et al., 2000; Marshall, 1997; Parnell, 1990). Roles and expectations have changed immensely (Bretz et al., 2000; Horowitz, 1988; Evans et al., 1998). For generations, it was believed that the education of women was to prepare them for their roles as wives and mothers, not for academic and career advancement (Bank, 1997; Bretz et al., 2000; Chickering & Havighurst, 1981; Horowitz, 1988; Nicholson, 1986). Education was intended to pave the way to professions and careers that were only available to men (Sadker & Sadker, 1994). This may explain the different type of educational and professional socialization process that women

experienced very early in their lives (Bank, 1997; Gilligan, 1982; Horowitz, 1988). Men went to work; women raised the families.

Times have changed in the way that women are educated and the expectations that society has placed on them. For example, many high school young women are now expecting to enter into college directly following their senior year (Taylor et al., 1995) in pursuit of any career opportunity that interests them. Women have indicated a more dramatic relationship between their college experiences and career choices (Greeley, 1991; Murray & Hall, 2001; Sadker & Sadker, 1994; Taylor et al., 1995). During the college years, women now become more familiar with career opportunities available to them. College provides women with access to greater amounts of information on career choices (Murray & Hall, 2001). In response, many women are now considering a college education that leads to non-traditional and entrepreneurial careers (Bank, 1997; Bassoff, 1998; Marshall, 1997; Meyer & Koehler, 1990; Sadker & Sadker, 1994).

With the ability for women to pursue higher education and career opportunities in virtually any field, women are opting for college degrees in larger numbers than ever before (Bassoff, 1998; Gardner, 1997). Women make up the majority of both associate and bachelor's degrees as well as a large percentage of graduate degrees (Boyer, 1987; Jacobs, 1999; Marshall, 1997; Wilkie & Thompson, 1993). Women are no longer considered to be higher education *outsiders* [italics added] as labeled by Horowitz (1988) and Moore (1997, as cited in Kuh et al., 1991, p. 296), a term also used to describe minorities, including African American students.

On college and university campuses today, African American numbers are also rising. Racial and ethnical diversity is more prominent than ever before (DeSousa, 2001) with African American women outnumbering African American men (DeSousa, 2001; Jones, 2001; McNairy,

1996). Opportunities for minority women must be emphasized to provide for appropriate

leadership development (McFarland et al., 1994).

Minority Women as Students

Because of "… the changing character and the goal of diversifying all institutional

stakeholders – faculty, staff, administrators and trustees (Applebaum, 2000, p. viii)," colleges

and universities have been compelled to take new and active interests in diversity (Aleman,

2001; Alford, 2000; Applebaum, 2000; Brown, 1994; Malaney & Shively, 1995; Parnell, 1990;

Stewart & Post, 1990; Terrell, Hassell, & Duggar, 1992). As early as the 1960s and 1970s, a

small percentage of minority students chose to enter into higher education (Smedley, Myers, &

Harrell, 1993; Terrell et al., 1992) whereas in the 1980s, the number rose (Hansen, 1998;

Hawkins, 1989; Miller & Winston, 1990; Perna, 2000; Smedley et al., 1993). The 90s continued

this upward trend, showing immense growth in minority enrollment (Dolby, 2000; Eimers,

2001); however, African American students remain underrepresented among undergraduate

college degrees in the United States (Hinderlie & Kenny, 2002).

Minority enrollment, attrition, and retention have become serious concerns in the eyes of

college and university administrations (Aleman, 2001; Alford, 2000; Applebaum, 2000; Brown,

1994; Hinderlie & Kenny, 2002; Kim, 2002; Malaney & Shively, 1995; Pascarella & Terenzini,

1991; Parnell, 1990; Stewart & Post, 1990; Terrell et al., 1992). Issues such as alienation,

personal commitments, and personal expectations are all relevant to the successful completion of

a college degree. Student involvement is a must (Kezar & Moriarty, 2000; Moran, Yengo, &

Algier, 1994); however, many African American students feel as though traditional student

organizations are not inclusive and do not take into consideration the needs of minorities (Person

& Christensen, 1996: Sutton & Kimbrough, 2001).

Campuses today are vibrant with diversity issues, though not always attuned to individual and group needs (Alford, 2000; Kezar & Moriarty, 2000; Shaw, 1991). Students of different ethnic backgrounds sustain unequal educational experiences as compared with their white peers (Keleher & Johnson, 2001). Subsequently, effective programming and recognition of the needs of minority students as both individuals and groups have been identified as significant to retention and matriculation (Stewart & Post, 1990).

Major barriers that African Americans face at colleges or universities include: (a) Lack of orientation toward the culture of Black students, (b) lack of awareness of the needs of Black students, (c) the inability to respond to the needs of Black students, (d) inappropriate academic standards for Black students, (e) inability to help Black students survive in the complex systems of the institution, and (f) negative attitudes toward Black students by faculty, staff, and administrators (Credle & Dean, 1991, p. 159).

In general, African American students perceive themselves to be leaders, regardless of whether or not they hold elected positions; service is of more significance than an actual position (Kezar & Moriarty, 2000; Sutton & Kimbrough, 2001). Involvement tends to focus on leadership roles within their churches or communities (Constantine, Wilton, Gainor, & Lewis, 2002; Stewart, 2002; Sutton & Kimbrough, 2001) or within minority student organizations. There is an interest in helping others. Frequently, this feeling affects the areas on which minority students ultimately choose to focus their extra curricular involvement (Balenger & Sedlacek, 1993; Globetti, Globetti, Brown, & Smith, 1993; Sutton & Kimbrough, 2001). Participation in primarily white student organizations remains limited and not necessarily encouraged by colleges and universities or the organizations themselves (Balenger & Sedlacek, 1993; Sutton & Kimbrough, 2001). In response, most African American students will search out and join one

organization that best represents their cultural background (Tompkins & Moran, 1991; Moran et al., 1994).

Minority women's leadership efforts must be recognized within colleges and universities (Kezar & Moriarty, 2000). Women and minorities are critical to a new leadership agenda, one that does not focus on gender, race, or creed (McFarland et al., 1994). Equal leadership opportunities should be available for all students, regardless of their gender and/or race. There should not be conflict in leadership based on gender or race.

> … [T]he most damaging tension emanates from gender and racial factors. Gender and racial factors are beyond the student's control. University administrators and faculty who are committed to diversity should curtail these types of tensions in order to make the university campus enjoyable and accessible to all students. Otherwise, tenseness will deteriorate to poor interactions among the students and between the students and faculty. Such poor interactions cause students to become socially isolated. (Kimweli & Richards, 1999, p. 21)

To attempt an understanding of African American women and the undergraduate leadership development within this minority group, there needs to be an institutional fit for growth to take place. Recognizing and respecting differences can also assist with a positive experience. The commitments of African American students, specifically women, to their undergraduate degree and conversely, the institutions of higher education to African American women are essential.

The Fit

The feeling of a connection to an environment is always helpful in determining whether a person will be content. This concept is no different to college students who are trying to

determine what institution to attend and at which to remain. A sense of belonging is imperative

to a student's retention decision (Lynch, 1993; Parnell, 1990; Turner, 1994; Weingartner, 1992).

This is especially true when it comes to African American students who have an even stronger

need for out-of-class involvement and learning experiences to feel as successful as their majority

peers (Balenger & Sedlacek, 1993; Hinderlie & Kenny, 2002; Kimweli & Richards, 1999; Miller

& Winston, 1990; Pascarella & Terenzini, 1991; Parnell, 1990; Sutton & Kimbrough, 2001).

Beyond academics is socialization, an additional and necessary factor in retention (Credle &

Dean, 1991).

Minority students are often faced with numerous stressors when attending predominantly

white institutions that affect their ability to adjust (Kraft, 1991; Smedley et al., 1993). Costs,

benefits, academic and intellectual ability and development, and social and cultural experiences

are some factors that may affect the stress levels of minority students (Cabrera, Nora, Terenzini,

& Pascarella, 1999; Perna, 2000). Additionally, the feeling of alienation in their surroundings

(Aleman, 2000; DeSousa & Kuh, 1996; Hayes, 1985; Henley, 1990; Kraft, 1991; Roper &

McKenzie, 1988; Steele, 2000; Turner, 1994), frustration, loneliness, and dissatisfaction often

become stressful issues (Hayes, 1985; Miller & Winston, 1990; Roper & McKenzie, 1988). In

turn, both academic and social integration may be affected (Nora & Cabrera, 1996).

Minority students are more likely to continue with college when the feeling of connection

with their institutional environment has been reached, thereby increasing their likelihood to

become and remain involved in both academic and social settings (Allen, 1987; Green, 1989;

Kraft, 1991; Loo & Rolison, 1986; Steele, 2000; Tinto, 1988; Turner, 1994). African Americans

are more concerned with an institutional fit and academic socialization than their white

counterparts (Kimweli & Richards, 1999; Miller & Winston, 1990). White students attending

predominantly white institutions are automatically socialized and enter college with a comfortable feeling of fit whereby many Caucasians adapt easier to their collegiate surroundings. African American students may seek out groups that represent their own needs and interests to help acclimate themselves with more comfort (Dolby, 2000). Social involvement is extremely important to minority students (Balenger & Sedlacek, 1993; Globetti et al., 1993; Sutton & Kimbrough, 2001).

Friendships are significant to minority women during their undergraduate years. Peer relationships help to distinguish ethnic and racial identity (Aleman, 2000). The ability to relate with others may reduce feelings associated with being in a minority group. Minority friendships are formed to (a) establish affirmative ethnic and/or racial self-image and identities that are separate of the racist and/or ethnocentric classifications directed toward them by the institutional environment, (b) participate in non-threatening *race talk* [italics added] that is a reprieve from racial and/or ethnic antipathy and aggression, (c) provide and accept academic encouragement and assistance, and (d) establish a gendered comprehension of identity within their cultural and or racial distinctiveness (Aleman, 2000).

Institutional Commitment

Colleges and universities must take proactive positions on the issue of campus diversity and involvement (Barr & Strong, 1988; Brown, 1994; Cook & Sorcinelli, 1999; Eimers, 2001; Kezar & Moriarty, 2000; Kimweli & Richards, 1999; Person & Christensen, 1996; Richardson & Skinner, 1990). With a perception by minority students that discrimination and prejudice are evident both in and out of the classroom (Cabrera et al., 1999; Person & Christensen, 1996), administrators must be prepared. Faculty and staff should focus their attention and efforts on

diversifying their campuses and be prepared to overcome the potential challenges that may be presented along the way (Barr & Strong, 1988; Kimweli & Richards, 1999).

African American student organizational opportunities are one direct way that institutions can respond. Balenger and Sedlacek (1993) found that minority students tend to become involved with other minority student organizations. There is discomfort frequently associated with participation in majority programs (Balenger & Sedlacek, 1993; Person & Christensen, 1996). Minority students may join majority groups yet their attrition rate is greater than that of their white counterparts due to a feeling of being unwelcome (Balenger & Sedlacek, 1993).

From the reverse perspective, participation in traditionally white organizations may positively influence minority students to become more involved with the campus at large. Integrating minority students into majority organizations may benefit both groups respectively (Sutton & Kimbrough, 2001). White students would be able to learn from their minority friends while African American students would be able to learn from their majority friends. "Greater involvement in mainstream campus organizations would also allow black students to work 'within the system' toward making it more responsive to their educational and social needs" (Balenger & Sedlacek, 1993, p. 204).

Administrators should concentrate their efforts to overcome potential challenges presented by diversifying student bodies (Barr & Strong, 1988). Finding ways to include African American students in more campus activities and programs would be one step toward achieving such diversification. Selecting minority students to serve on and chair committees that interest them would have a positive impact on the African American community (Sutton & Kimbrough, 2001).

Since active involvement is essential to both students' satisfaction and to their interest in remaining at their respective colleges/universities, all students would benefit from becoming involved (Astin, 1985, 1993; Boyer, 1987; Terenzini & Pascarella, 1995). This involvement theory is especially true for African American students who require additional incentives to pursue undergraduate degrees as compared with their white counterparts (Balenger & Sedlacek, 1993).

Consultations for individual instructors, university-wide orientations, university-wide workshops and programs, grants for individuals and departments, and resources and publications are all programs that institutions should consider incorporating into their agendas (Cook & Sorcinelli, 1999). The more opportunities and resources afforded to minority students during their undergraduate experience, the more likely they will become involved with their institutions yet they also need to invest energy into the opportunities. Additionally, minority students must be afforded paraprofessional opportunities on college and university campuses, allowing others to view them in significant roles and ultimately serving as role models (Sutton & Kimbrough, 2001).

"… [I]f the relationship between college experiences and college success was better understood - particularly for minority students - perhaps colleges and universities could enhance the success of minority students on campus" (Eimers, 2001, p. 387). If they have not already been considered and implemented, institutions of higher education must develop programs that support minority involvement (Barr & Strong, 1988; Hawkins, 1989; McNeil, 1990; Richardson & Skinner, 1990; Turner, 1994).

African American College Women and Identity

African Americans have long felt a responsibility for representing their race as a whole (Freeman, 1999). They are sometimes defensive, believing that what they say or do will be regarded by others as stereotypically black (Kimweli & Richards, 1999; Miller & Winston, 1990). This defensive response has contributed to a sense of identity questioning, not feeling comfortable with who they are when integrated into a primarily white environment.

African American women have had to contend with an additional burden of negative stereotypes (Holcomb-McCoy & Moore-Thomas, 2001; Stewart, 2002). Portrayed by society as poor, welfare-dependent, working class women, as well as mothers of illegitimate, impoverished, and delinquent children, they enter into higher education with a separate set of concerns greater than even their male African American peers who are not regarded by society in the same manner (Holcomb-McCoy & Moore-Thomas, 2001). "… [A] black woman's understanding of her racial identity is transformed by her lived reality as a woman, and vice versa" (Stewart, 2002, p. 579). As a result, self-esteem, academic performance, and emotional development are all affected during the college years (Brown, 1994; Holcomb-McCoy & Moore-Thomas, 2001).

According to Blum (1999), dual recognition of racial and/or ethnic identity needs to be regarded by educators. This sense of appreciation is significant to the ways in which African American women feel about themselves and their role within their racial community. "… [E]ach individual is always more than any of her group identities, and even of all of them taken together" (p. 127).

Minority women often distinguish themselves as *black women* [italics added] when identifying their roles as college students. They believe that this term is how other students and administration regard them. When considering college involvement, many African American

women identify themselves first by color, second by gender, and lastly through their student

leadership positions on campus (Aleman, 2000). Identity is powerful for African American

women in educational settings (Brown, 1994; Dolby, 2000; Stewart, 2002).

Racial identity [italics added] refers to the way an African American woman perceives

herself and how she integrates herself into society through this self-definition. It helps to define

her racial and cultural knowledge, experience, behavior, and emotion. *Racial inclusion* [italics

added] emphasizes how the understanding and acceptance of diversity provides a source of

social strength and enhancement for African American women (Carter, 2000). Whether a

minority or majority student, women focus on who they are and how they feel about themselves

in all aspects of their college experiences. When women feel positive about themselves, they

exert initiative and become involved (Astin & Leland, 1991; Leary, Nezlek, Downs, Radford-

Davenport, Martin, & McMullen, 1994; Lloyd & Duveen, 1993; Sanford & Donovan, 1984).

Women, Identity, and Leadership

Identity has a profound effect on the development of adolescents and plays a significant

role in the experiences of college students. A positive sense of identity is important to

individuals (Carledge & Millburn, 1980; Hotelling & Forrest, 1985; Neimery & Rareshide, 1991;

Oliver, 1999), especially to women (Brown & Gilligan, 1992; Gilligan, 1982; Lloyd & Duveen,

1993). One way to achieve a positive feeling of identify is through the approval of others

(Covington, 1984; Leary et al., 1994). Unfortunately, this is not an easy means to an end,

especially for women. Approval from others includes the demonstration of ability, a process that

has sent mixed messages to women over the years.

Women have been led to believe that their successful pursuits of goal achievement should

not be used to define themselves (Matlin, 1987; Sanford & Donovan, 1984). According to Miller

(1986), women should not focus on what they have done over the years to define themselves and ultimately their identity. This contradicts women's abilities to recognize their accomplishments and feel good about what they have achieved. It is important for women to discover their own personal strengths, nurture their self-esteem, and value themselves as women of ability and resource and to feel self-worth. Once this process takes place, a positive sense of identity will emerge and women will become empowered (Covey, 1996; Cummings, 2000; McFarland et al., 1994; Worell & Remer, 1992).

Empowerment releases talent, ingenuity, and creativity that were previously dormant (Covey, 1996). It provides an opportunity for individuals to share in authority (Astin & Leland, 1991; Boatwright & Egidio, 2003; Bornstein & Smith, 1996; Pinchot, 1996). Empowering leaders encourages individuals to take responsibility for themselves and other and authorizes them to be instruments of change (Astin & Leland, 1991; Avolio, 1999; Pinchot, 1996). Empowering women in leadership roles is significant as expanding their comprehension of leadership theories and leadership abilities (Boatwright & Egidio, 2003). Involvement is a very strong mechanism to empower women (Astin & Leland, 1991; McFarland et al., 1994).

Women, Identity, and Involvement

Identity is often associated with membership or involvement in group efforts (Deaux, Reid, Mizrahi, & Ethier, 1995; Lloyd & Duveen, 1993). Human beings have basic motives that seek inclusion as opposed to exclusion into groups (Leary et al., 1995; Gilligan, 1988b; Lloyd & Duveen, 1993). Women, especially, have a strong need to interact with others (Gilligan, 1982; Gilligan, 1988b; Matlin, 1987). Interaction, coupled with the way that they are viewed by others, impact how women feel about themselves as individuals. By becoming and remaining involved with others, women can see for themselves what they are capable of accomplishing, often

prompting a positive sense of identity (Astin & Leland, 1991; Leary et al., 1994; Lloyd & Duveen, 1993; Sanford & Donovan, 1984).

With regard to higher education, changing times and trends have had a direct impact on how a woman feels about herself, her collegiate surroundings, and her ability to succeed, whether that success is associated within the classroom setting or in a more social or extra-curricular environment. Termed *precollegiate socialization* [italics added] (Bressler & Wendell, 1980, p. 654), what students bring with them into their college years has been influential. Thomas and Chickering (1984) discovered that socio-economics ethnicity, learning styles, knowledge, and competence from previous work- and life-experiences, in addition to the range of personal educational purpose are just some examples of how the selves of students are affected during their college years.

Women and the Self

Throughout the decades, psychologists have been captivated with the self and the numerous variables ascribed to the term (Bruner, 1995; Coole, 1995; Higgins, 1996). Defining the self is a complex action that involves intrinsic (or private) and extrinsic (or public) factors (Nasby, 1997). The majority of people today do not have an accurate understanding of self-conception (Davies, 1997). Comprehension of the self allows for insight into numerous behavioral aspects of humans (Cross & Madson, 1997). For example, understanding how physical attributes affect the way a person perceives him/herself may directly influence the involvement of women in college leadership positions.

According to Brewer and Gardner (1996), there are two main focal points that can address the self: the individual or personal self and a relational or social self. The individual or personal self are considered to be "those aspects of the self-concept that differentiate the self

from all others" (p. 83). The relational or social self are considered to be "those aspects of the self-concept that reflect assimilation to others or significant social groups" (p. 83). While both men and women are motivated by internal and external sources, they have different goals and values in their social relationships. Women seek closeness and support, ultimately searching for consensus and agreement with others and trying hard not to appear too assertive (Gilligan, 1982; Gilligan, 1988b; Heller, 1982; Matlin, 1987; Nicholson, 1986; Sadker & Sadker, 1994; Taylor et al., 1995). Men look to maintain the upper hand and avoid being put down or pushed around by others. A man who stands up for himself and is able to proudly announce that he likes and values himself is considered normal with a healthy level of self-esteem (Inness, 1998; Sanford & Donovan, 1984; Wood et al., 1994).

> We need self-esteem because nothing is as important to psychological well-being. Our level of self-esteem affects virtually everything we think, say and do. It affects how we see the world and our place in it. It affects how others in the world see and treat us. It affects the choices we make –choices about what we will do with our lives and with whom we will be involved. And it affects our ability to take action to change things that need to be changed. If a woman has an insufficient amount of self-esteem, she will not be able to act in her own best interest. And if a woman has no self-esteem at all, she will become over-whelmed, immobile and eventually will 'give up'. (Matlin, 1987, p. 3)

Self-Esteem

Culture can have a profound impact on self-esteem, especially where women are concerned (Miller & Winston, 1990). In the American culture, women's self-esteem has been regarded as less important and less demanding than men's self-esteem. Women who openly like and value themselves are considered to be egotistical, arrogant, and conceited. As such, many

women have spent the better part of their lives with a very limited amount of self-esteem (Sanford & Donovan, 1984). They question their own abilities yet feel confident in those of other women. In general, women will not recognize their own strengths and abilities (Mayo & Christenfeld, 1999).

Self-esteem has been identified as an adaptive personality trait that can be self-regulated depending on situations and responsibilities (Abel, 1997; Baumeister et al., 1993; Dutton & Brown, 1997; Heatherton & Polivy, 1991; Johnson et al., 1997). It is an internal, biased recognition through which a person is being included or excluded (Leary et al., 1995) and a necessary vitality to the functioning of human beings; people are of value in a meaningful society (Greenberg et al., 1992; Johnson et al., 1997; Leary et al., 1995). Self-esteem is a personal construct that affects the way individuals identify with their social environments (Greenberg et al., 1994; Sanford & Donovan, 1984; Setterlund & Niedenthal, 1993). Impressions that people have of one another may influence the ways that individuals view themselves (Leary et al., 1994).

Persuasion, social psychological phenomena, conformity, cognitive dissonance, subjective well-being, and social comparison processes are just several areas that Dutton and Brown (1997) discovered to be related to self-esteem. Most recognition of self-esteem is based on the context of whether high or low degrees are being measured. The focus of self-esteem is on the differences of people's thoughts, moods, and actions that relate to either favorable or unfavorable self-feelings (Johnson et al., 1997; Kernis, Cornell, Sun, Berry, & Harlow, 1993). How individuals view each other may alter personal goals in order to appear as though one has a higher level of self-worth (Leary et al., 1994). Conversely, self-esteem has been known to fluctuate when compared with the successes and failures of others. It is affected by numerous

feelings about oneself across a variety of different social experiences (Heatherton & Polivy, 1991; Sanford & Donovan, 1984).

With specific regard to men versus women and the issue of self-esteem, there is no reported difference in levels; however, the foundation of self-esteem is affected by varying factors (Josephs, Tafarodi, & Markus, 1992). According to Greenberg et al. (1992), self-esteem serves as a means of protection against anxiety resulting from threat, allowing individuals a sense of security against their deeply rooted fears. Both low and high levels have been known to impact the way that women think, react, and lead. How a woman feels is significant to what she accomplishes. By setting low expectations on what women believe they can accomplish, they guard themselves against failure and look at success as a surprise (Mayo & Christenfeld, 1999). Low self-esteem makes life's disappointments and challenges more acceptable (Sanford & Donovan, 1984).

Low Self-esteem

Self-esteem and its impact on individuals remain of interest to psychologists (Johnson et al., 1997; Testa & Major, 1990; Wood et al., 1994). Low self-esteem has been attributed to depression, anxiety, maladjustment (Leary et al., 1995), and loneliness (Ginter & Dwinell, 1994). It has been the outcome of socially prescribed perfectionism, where men and women feel the need to attain high standards set by others, thereby placing barriers that lead to self-handicapping (Preusser, Rice, & Ashby, 1994). Self-handicapping occurs when individuals purposefully create self-defeating environments as a direct result of threats to their self-esteem in order to protect it (Higgins, Snyder, & Berglas, 1990; Midgley & Urdan, 1995; Tice, 1991).

Outcomes and repercussions must be considered when making decisions that will affect a person's level of self-esteem (Baumeister et al., 1993). Individuals with less self-assurance are

more likely to self-handicap than those with higher levels of self-worth. By purposefully placing barriers before their potential successes, performance may be negatively influenced and as a result, failure is the most likely outcome (Tice, 1991). In this instance, people use specific strategies to make themselves appear to be victims of circumstance as opposed to being unable to achieve or attain something (Midgley & Urdan, 1995).

People who are categorized as having low levels of self-esteem focus on self-protection in an effort to minimize their weaknesses instead of concentrating on their positive points. Additionally, to avoid bringing unwanted attention to their perceived unfavorable characteristics, individuals avoid challenges that might bring rewards. They fear revealing negative qualities during the process. Self-enhancement is sought only when there is little chance for personal weaknesses to be identified (Greenberg et al., 1994; Kernis et al., 1993; Wood et al., 1994).

The motivation of individuals with low self-esteem is more detrimentally affected by negative feedback than the motivation of individuals with high self-esteem. In addition, those individuals with low self-esteem are more likely to receive negative reinforcement than those with high self-esteem (Hurley, 1997; Steele, Spencer, & Lynch, 1993). Many people who are classified as having low self-esteem place barriers in front of them that can automatically affect an unsuccessful end product or situation (Abel, 1997). Individuals move away from the concept of success and focus on failure avoidance, which ultimately becomes failure acceptance (Covington, 1984).

High Self-Esteem

Leadership promotes high levels of self-esteem in women (Astin & Leland, 1991; Boatwright & Egidio, 2003). High self-esteem is generally regarded as desirable (Baumeister et al., 1993; Johnson et al., 1997). Individuals with high levels of self-esteem are normally very

assertive. They are willing to take risks to achieve goals through self-enhancement and other means that demonstrate their skills and talents (Dutton & Brown, 1997; Wood et al., 1994). These individuals frequently seek out positive self-relevant occurrences (Kernis et al., 1993; Wood et al., 1994). They have clear and apparent views of themselves and are more resilient to self-image threats (Baumeister et al., 1993; Leary et al., 1995; Steele et al., 1993). They welcome the positive while limiting or rejecting the negative (Brown & Mankowski, 1993). In addition, individuals with high self-esteem are more likely to set and achieve personal goals and objectives (Baumeister et al., 1993; Leary et al., 1995).

When confronted with negative experiences, people with high levels of self-esteem are more apt to focus on previous successes and positive reinforcements to help them through such situations (Dutton & Brown, 1997; Johnson et al., 1997). On the downside, high self-esteem can result in a feeling of overconfidence, causing a person to overestimate and perhaps offer an unrealistic view of possible outcomes (Abel, 1997; Baumeister et al., 1993).

Conclusion

Higher education is very influential to the development of undergraduate women, especially in the area of leadership. Through extra-curricular involvement, women have the opportunity to experience positions of authority where they can demonstrate their strengths and skills. Institutional environments contribute to leadership development while promoting interaction among students and between students and faculty members.

While boys and girls begin schooling on even terms, many girls are soon conditioned by teachers to believe that they are not as capable as boys in certain areas. Boys receive greater amounts of attention, while girls become silent students. As such, teachers need to make sure that they are providing quality time with all of their students, treating each one in an equal

manner to avoid gender stereotyping. Teachers remain very influential educational partners at all levels of schooling.

When considering higher education, women are entering into colleges and universities at extraordinary numbers. Women are looking well beyond the outdated view that their roles should be as wives and mothers and into many entrepreneurial roles, traditionally labeled *male* [italics added].

Higher education institutions have also seen an increase in minority students, with African American females outnumbering African American males. Understanding the differences that African American women bring to their campus experiences as compared with their white counterparts is essential to colleges and universities. There needs to be an institutional fit as well as an institutional commitment. In response, African American women will become more aware of themselves as individuals as well as student leaders.

Regardless of race, women need to understand who they are before they can become leaders. Through involvement, women are able to demonstrate their talents and skills while reinforcing their abilities. Self-esteem may factor into the way that women perceive themselves and their capabilities, with high self-esteem contributing positively to identity and leadership (Boatwright & Egidio, 2003).

It is through the understanding of self that women's leadership development has the proper foundation to emerge. When college and university leaders concentrate on ways to improve their programming efforts and encourage the involvement of women, participation levels may increase. Through increased involvement, opportunities for women to recognize their leadership potential and take on positions of authority both during and after college may be a very positive outcome.

CHAPTER 3

METHODOLOGY

Methodology is the manner by which one addresses concerns and determines solutions (Denzin & Lincoln, 2000; Gergen & Gergen, 2000; Gray, 2003). The proposed design, population of focus, sampling, interview protocol, and any other procedure- related information to the study is included in methodology (Ary, Jacobs, & Razavieh, 2002; Denzin & Lincoln, 2000). The most appropriate methodology for this study was determined to be qualitative, specifically case studies.

This chapter will introduce the methodology of qualitative research using case studies. Qualitative methods rely upon a variety of strategies used by researchers to obtain data in natural settings. Qualitative research methods permit researchers to be more open and adaptable in their quest for understanding human phenomena (Ary et al., 2002; Denzin & Lincoln, 2002; Ezzy, 2002; Freebody, 2003; Seidman, 1998; Sowell, 2001; Wiersma, 2000). According to Ary et al. (2002), "Phenomenologic studies begin with the assumption that multiple realities are rooted in subjects' perspectives. Thus, an experience has different meanings for each person. Through unstructured interviews, the investigator explores the subject's thoughts and feelings to elicit the essence of an individual's experience" (p. 28).

The role of the researcher is significant to how information in a qualitative study is shared (Ary et al., 2002; Gray, 2003; White, Woodfield, & Ritchie, 2003). Researchers determine what information is relevant to the final report (Denzin & Lincoln, 2002; Janesick, 2000; Sowell, 2001). Researchers then suggest relations among events, structures, roles, and social forces affecting people's lives (Janesick, 2000; Seidman, 1998). The goal for the qualitative researcher is to describe and communicate phenomena (Janesick, 2000; Seidman,

1998; Sowell, 2001; Wiersma, 2000) in an "accessible form that will satisfy the research objectives and enable the audience to understand them" (White et al., 2003, p.288).   To achieve this goal, qualitative researchers must identify a method to obtain relevant information from others.

Intense, in-depth studies of individual people, including the research process and analysis of results, are best conducted through case studies or case methods (Langenbach, Vaughn, & Aagaard, 1994; Sprinthall, Schmutte, & Sirois, 1991; Stake, 2000; Weirsma, 2000). Case studies are used extensively in social science research as a tool in defining qualitative methods (Gerson & Horowitz, 2002; Lewis, 2003; Saljo, 1997; Tesch, 1990). They describe situations faced by individuals and identify significant events, chronologies, important issues, statements, and opinions (Sprinthall et al., 1991; Stake, 2000; Wiersma, 2000). Case studies search out present-day occurrences within real-life context and rely on multiple sources to explain such circumstances (Merriam, 1998).

In educational institutions, case studies are of significance (Freebody, 2003; Sturman, 1997; Wiersma, 2000). They provide an ability to understand behavior and attitudes of individuals without generalizing this information to other people or groups. Case studies investigate a specific example but illuminate a general issue (Merriam, 1998; Stake, 2000; Wiersma, 2000). As a result, case studies suggest to institutions what they should consider doing or not doing in similar situations, thus having the ability to impact future educational programming (Merriam, 1998; Wiersma, 2000).

As identified by Ary et al. (2002, p. 562), interviews are the "oral questioning of a subject." Interview methodology sets in motion the assumption that it is possible to explore aspects of the social by speaking with individuals and to understand or compose data by listening

to and explaining what was said and how the individual said it (Mason, 2002). Face-to-face or in-person interviews allow for naturalness in responses from participants as it prompts more personal and comfortable communication between the interviewer and interviewee (Shuy, 2003). Specifically, a face-to-face qualitative interview-based process was chosen for this study to ensure individual reports of information about leadership development from each woman who participated. This was important as it allowed each woman to share her own story without pre-determined conditions; there were no right or wrong answers. The following sections include discussion of (a) the research method, (b) the sample, (c) the interview protocol, and (d) the analysis procedure.

Overview of the Research Method

Individual interviews may be conducted as a basis for case studies (Denzin & Lincoln, 2000; Freebody, 2003; Merriam, 1998; Sprinthall et al., 1991; Wiersma, 2000). This methodology was adopted for this study of undergraduate senior-level women's student leadership development. Individual interviews allowed the women to speak freely about their issues and tell their stories with personal narration, feelings, and reflections. The venue for the interviews was the researcher's private office located in a public building on the university campus. Open-ended questions offer individuals freedom in their responses as there are no set answers (Ary et al., 2002; Freebody, 2003; Legard, Keegan, & Ward, 2003; Sowell, 2001). They allow researchers to learn more about their participants through this style of questioning (Eder & Fingerson, 2003). Open-ended questions were used in this study to allow the women to respond without predetermined parameters.

The researcher applied for and was exempted from the formal Human Subjects Review process (IRB) since the study had minimal risk and each of the women was over the age of 18.

After receiving approval from the university to proceed with the study, the researcher contacted the women individually and asked each if she would be willing to participate in this study. The researcher explained to each of the women whom she had contacted the purpose of the study and how the women were selected. She did not reveal to these women any of the names of other women who had been contacted for or who had agreed to participate in the study.

Prior to the interviews, the participants were offered a soft drink and then asked to read and sign the consent form. (See Appendix A for a copy of the consent form.) The researcher then began questioning the participants as identified by the protocol questions. During the interviews, each research question was answered to its fullest before moving on to another question or thought. The researcher also asked each woman if there was any additional information that the participant would want to include before officially ending the session. Through the interviews, each woman revealed the pre-college influences that may have affected her leadership development and the opportunities provided to her while attending college.

Twenty undergraduate senior-level women student leaders from the 1998-1999 *Who's Who* roster were selected for this study. The researcher contacted these participants and five alternates. Alternates were identified should a woman decide not to participate. The women were interviewed during the spring term of 1999, the term directly preceding their graduation. Qualitative interviews reveal personal and detailed information (Spencer, Ritchie, & O'Connor, 2003). In this study, the interviews identified a complete narrative of how each woman's leadership talents were developed. Influential factors contributing to her current level of student involvement were emphasized.

Confidentiality in research is very important in research. Individuals feel less inhibited to speak when they believe that their names and stories will be protected from others (Altrichter,

1993; Arthur & Nazroo, 2003; Legard et al., 2003; Lewis, 2003). Confidentiality was emphasized to each woman during the initial contact and then reconfirmed before the interviews began. They were informed that fictitious names would be used in the written dissertation to protect their identity. Each woman signed an informed consent form before her interview took place. Signatures of consent provide researchers with the authority to use any information shared by participants in the final report (Altrichter, 1993; Legard et al., 2003). (See Appendix A for a copy of the informed consent form.)

Individual accounts of personal stories develop through qualitative interviews (Freebody, 2003). For this study, the information shared by each woman was audio-recorded by the researcher with the hope that past, present, and future aspirations and/or experiences might help to reveal the factors associated with women's leadership development at the undergraduate level. While each woman had a different story to reveal, themes emerged that paralleled other women's stories; however, such themes were *not* the focus of the case studies. The *individuality* of what each woman shared about *herself* was the central point.

Qualitative research methods focus on circumstances, occurrences, people interactions, and observations (Denzin & Lincoln, 2000). For this reason, a qualitative research method was chosen for this study. Direct quotations from individuals regarding their viewpoints, feelings, and thoughts in conjunction with written notes, tape recordings, and verbatim transcripts are significant to qualitative studies for future reference of material (Fowler, & Mangione, 1990; Freebody, 2003; Gray, 2003; Keeves & Sowden, 1997; Lewis & Ritchie, 2003). Each of these elements was included in this study to ensure as much representation from the interviews as possible. This information provided for an informative interpretation of the stories shared. Personal views of leadership made the cases significant to the study.

Sample

Participants are selected for research studies for specific reasons or characteristics (Ezzy, 2002; Ritchie, Lewis, & Elam, 2003; Williams, 2002). To narrow down a population, samples are selected to represent the greater whole. According to Gray (2003), samples are "those people whom we hope to involve in our study" (p. 100-101).

"Sample size is a critical element of research design" (Slavin, 1992, p. 98). There needs to be sufficiency in the number of participants without saturation of information (Seidman, 1998). Selecting a sample size depends on various elements (Newton & Rudestam, 1999; Sowell, 2001; Wiersma, 2000). Some of these elements include the cost of collecting data and the cost of the researcher's time (Newton & Rudestam, 1999; Slavin, 1992; Stake, 2000). According to Ritchie et al. (2003, p. 84), issues that need to be taken into consideration when determining a sample size include the heterogeneity of the population, the number of selection criteria, the extent to which nesting of criteria is needed, groups of special interest that require intensive study, multiple sample within one study, the type of data collection methods, and the budget and resources available. A sample of 20 senior-level women student leaders from a large comprehensive institution of higher education in the Southeastern part of the United States was selected for this study through a process designed to identify undergraduate women's leadership development. The sample was taken from the total number of 52 *Who's Who* membership as well as names provided by an African American organization comprised of student leaders, to ensure larger minority representation. Asian American, Hispanic American, and women who identified themselves as "other" on their *Who's Who* application were automatically included in the sample.

The women selected for this study were members of a university's 1998-1999 roster of *Who's Who among Students in American Universities and Colleges* (hereafter referred to as *Who's Who*). This group was chosen for the study because of the extensive leadership and campus involvement required for consideration and ultimately membership within the *Who's Who* program. To be selected for *Who's Who*, individuals were required to demonstrate strong university involvement through an application and interview process, with the final selection of recipients being determined by a university review committee.

The researcher and her committee members determined that five African American women would provide for some diversity in her study. Three African American women were identified as *Who's Who* recipients. The researcher solicited nominations from the Black Student Alliance (BSA) for two other names of senior-level African American women student leaders. In addition, two Hispanic, two Asian, and two "other" women from the *Who's Who* membership were included by design in the sample. The researcher and her committee members determined that all women who were self-identified as ethnic should automatically be included in the study. This decision was made as an opportunity to obtain diverse individual stories of women student leaders. Again, the remaining sample was randomly selected from the *Who's Who* list (following the removal of the African American, Hispanic, Asian, and "other" women's names).

Random sampling involves probability sampling, meaning that all female members of *Who's Who* had some likelihood of being included in the sample (Ary et al., 2002; Newton & Rudestam, 1999; Sowell, 2001; Wiersma, 2000). Through random sampling, there is no researcher bias on who is selected to participate (Gerson & Horowitz, 2002; Sowell, 2001). In the case of this study, all remaining names were placed in a container and drawn randomly until twenty women plus five alternates were attained.

Research Instrument

An interview protocol or interview guide is an effective method of gathering qualitative data (Seidman, 1998; Tesch, 1990; Yin,1984). A protocol was used in this study to ensure the systematic collection of information from all participants, beginning with a demographic profile. (See Appendix B for the demographic profile.) Open-ended questions allow for diversity in responses as there are no set responses (Ary et al., 2002; Freebody, 2003; Legard et al., 2003; Seidman, 1998; Wiersma, 2000). The researcher asked open-ended questions to receive the most complete information from the women as possible. (See Appendix C for the research questions.) By design, protocol questions have a direct relationship to a study's research questions (Seidman, 1998; Tesch, 1990; Yin,1984). The protocol questions asked in each interview were based on the study's research questions. (See Appendix D for the direct relationship between the protocol questions and the research questions.) Questions one and seven, however, did not directly relate to the research questions. The researcher determined that the inclusion of these questions was necessary to the study. Both questions allowed for more understanding of the women as individuals and were of value to understanding each woman's personal story. The primary function of this protocol was to collect information from undergraduate women leaders in a systematic way, while maintaining the ability to look further into specific responses.

The researcher initially requested two hours with each participant for the interviews. She explained the possible need to meet again if necessary. All but two interviews were completed in the allotted time-period. One interview exceeded the time expected and required the researcher and participant to come together again while a second interview lasted for two and one-half hours. This extension of time was mutually agreed upon by the researcher and participant as the first two-hour session came to a close. Initially, the researcher believed that

two hours of interviewing time would allow each participant to feel comfortable and not rushed when responding to each independent question that was asked. There was no time limitation per question. Each question was discussed to the satisfaction of each party before proceeding to subsequent questions.

Pilot

Pilot studies are influential to research as they provide the researcher with an opportunity to hold "mock" interview sessions for training purposes (Arthur & Nazroo, 2003; Ary et al., 2002; Borg & Gall, 1989; Lietz & Keeves, 1997; Marshall & Rossman, 1989; Seidman, 1998; Slavin, 1992). In an effort to refine the interview protocol and to gain practice in her interviewing techniques, the researcher selected a pilot study group from women student leaders with whom she was personally familiar. Initially, one undergraduate senior-level woman student leader was interviewed. The researcher reported the results of the interview back to her committee chairperson. After discussing the process of the interview, including how the protocol questions were asked and under what conditions, the researcher and her committee chairperson determined that additional interview practice would benefit the researcher and her study.

Two additional undergraduate senior-level women student leaders were selected by the researcher and independently interviewed. The researcher implemented the suggestions made by her committee chairperson to ensure that each protocol question was asked and answered in its entirety by the women. After presenting the results of the interviews to her committee chairperson and discussing the process of how each interview was conducted, additional interviews were deemed not necessary.

Each pilot study participant was intensely questioned to obtain the most information possible. Two hours were requested for the interviews. To ensure that the information shared in an interview is accurate, it is helpful to tape-record the interviews during pilot sessions (Silverman, 2003; Freebody, 2003; Lewis & Ritchie, 2003; Slavin, 1992). This will aid researchers in their ability to reflect upon data obtained from each interview as often as necessary (Silverman, 2003). Additionally, making hand-written notes throughout each interview will benefit the researcher (Freebody, 2003; Lewis & Ritchie, 2003; Slavin, 1992). The researcher tape-recorded each session and made personal notes during each interview for additional support of her data. The taped sessions and handwritten notes were used as a learning procedure for the researcher. This information was not transcribed and is not included in the findings of this study.

<div align="center">Analysis Procedure of the Study</div>

Individual interviews provide in-depth accounts and understanding of the people being questioned (Ezzy, 2002; Seidman, 1998; Wiersma, 2000). Qualitative interviews are generally conversational in structure (Legard et al., 2003; Marshall & Rossman, 1989); however, "the open interview is not just a chat. The aim is to establish a good rapport with the respondent, so that she or he gains confidence and feels comfortable in responding freely" (Gray, 2003, p. 95). The participants' information should be revealed as he/she perceives it and not how the researcher wishes to receive it (Marshall & Rossman, 1989). Individual interviews provide for the thorough exploration of the personal perspective within which the research phenomenon takes place (Freebody, 2003; Lewis, 2003).

"Knowing what you want to find out leads inexorably to the question of *how* you will get that information" (Miles & Huberman, 1984, p. 42). Through data analysis, results of the

interviews were shared. Data analysis is the process of organizing the interview transcripts, notes, and other materials acquired during the study to present the information to others (Ary et al., 2002; Bliss, Monk, & Ogborn, 1983; Bogden & Biklen, 1982; Sowell & Casey, 1982).

Case studies are effective means for sharing personal stories (Langenbach et al., 1994; Sprinthall et al., 1991; Wiersma, 2000). In case study analysis, the researcher compares and contrasts his/her interpretations of the data obtained (Freebody, 2003). To best represent the information on undergraduate women's leadership development shared by the women during their interviews, case studies were prepared. Individual cases were written to follow a similar pattern among the women's shared histories. More importantly, the complete story as told by each participant was independently recorded and then transcribed. Case stories focus on as many details as possible (Denzin & Lincoln, 2000; Ezzy, 2002; Merriam, 1998) yet stand on their own analytic and descriptive foundation (Denzin & Lincoln, 2000; Sprinthall et al., 1991). The presentation of these cases emphasizes the experiences that shaped the leadership abilities of each woman from her own perspective.

Central to the data analysis is the coding of findings (Ary et al., 2002; Bogden & Biklen, 1982; Dey, 1993; Gray, 2003; Miles & Huberman, 1984; Richards, 1997). Upon written completion of each case, the researcher focused on coding the material as it related to the research questions. Categorization of data from interview transcripts can be selected in advance of the interview or after the interview to go over the main points of the information that was obtained during the interview (Slavin, 1992). The researcher made the decision of how she wished to code her data following the completion of her first interview and transcribed report.

According to Poland (2003), in the case of coding, "careful precision in transcription is required, including the insertion of special codes to convey details that normally do not get

committed to paper during the transcription process" (p. 275). The researcher chose to color-code the stories of each woman's undergraduate leadership development based on the relevance of what was said by the participants and their relationship with the research questions. (See Appendix E for a color-coded key of the categories.) The researcher individually analyzed all thoughts shared by the participants. Color-coding that best represented the research questions was then applied to each thought. Information on the influences of undergraduate women's leadership development and the personal lives of each woman, as shared by the participants, were organized into categories that represented the research questions:

(a) Values, Attitudes, Behaviors, and Personal Attributes;

(b) Environmental Stimuli;

(c) Peer Relationships;

(d) Faculty/Staff/Administration Relationships;

(e) Family Influences;

(f) Involvement; and

(g) Societal Influences.

Examples of how the researcher identified each case include: (a) When a woman described herself as outgoing, the researcher coded that statement as blue for a *Personal Attribute* [italics added]*,* (b) when a woman credited her freshman year residence hall with the friendships she had made, the researcher coded that statement as brown for *Environmental Stimuli* [italics added], (c) when a woman emphasized that the support of her friends gave her strength to lead, the researcher coded that statement as purple for *Peer Relationships* [italics added], (d) when a woman recognized an organizational advisor for his/her support, the

researcher coded that statement as red for *Faculty Relationshis* [italics added], (e) when a woman identified her mother as being a strong role model, the researcher coded that statement green for *Family Relationship* [italics added], (f) when a woman identified her sorority as a significant student activity, the researcher coded that statement in pink for *Involvement* [italics added], and (g) when a woman expressed desire to volunteer upon graduation, the researcher coded that statement in olive for *Societal Influence* [italics added]. Any other information that was shared by the women that did not fit into a research question category, the researcher identified as *Miscellaneous* [italics added]. An example of a response that was identified as *Miscellaneous* [italics added) includes growing up in a small town. The *Miscellaneous* [italics added] responses were small in number, as most of the information shared by the women was relevant to the research questions categories. In addition, the researcher chose to separate the *Family/Societal Influences* [italics added] as it became evident that the category of *Family Influences* [italics added] was cited frequently, whereas the *Societal Influences* [italics added] category did not appear influential.

Once case stories are written, it is important for researchers to review their narratives and make additional notes as necessary (Bogden & Biklen, 1982; Miles and Huberman, 1984). After each case was color coded, the researcher reanalyzed each of her stories and made personal comments on all of the information shared. One example of this type of personal comment was, "The two pre-college tragedies that she encountered helped her to recognize and appreciate people, two values that she may never have achieved had she not had to deal with the difficulties." (See Appendix F for a full example of a color-coded case and the in-depth examination performed by the researcher.)

Qualitative research involves organizing and categorizing or coding "the large mass of data so that they can be described and interpreted" (Ary et al., 2002, p. 30). There are numerous ways to analyze data. Combining different analytic techniques is acceptable in qualitative research (May, 2002; Ryan & Bernard, 2003; Slavin, 1992). In the case of this study, special reports were designed to identify individual and cross-case emerging themes. "Leadership Analysis Reports" were then created for each of the cases using the color-coded categories and comments. (See Appendix G for an example of a "Leadership Analysis Report.") The emergence of themes should be documented (Ezzy, 2002; Keeves & Snowden; Ryan & Bernard, 2003; Spencer et al., 2003). Themes that emerged within each individual case were reported as Leadership Theme Reports, identifying the personal experiences and influences for each woman. (See Appendix H for an example of the Leadership Theme Reports.) Following the condensed reporting of each case, a Cross-case Analysis Themes Report was conducted to identify themes among all cases. (See Appendix I for an example of the cross-case analyses among all cases.) Themes were defined as responses repeated by more than one woman, repeated more than once by the same woman, or a response that was especially emphasized by any of the women.

A final level of analysis integrated the total number of individual leadership reports into themes for each research question. The top three influences reported for each research question was documented in the Final Theme Leadership Analysis Report. (See Appendix J for the Final Theme Analysis Report.) Again, although themes emerged from the combined interview results, the focus of this study was the individual stories of personal undergraduate leadership experiences shared by each woman and not the number of times different women shared the same responses.

Trustworthiness of Data

Trustworthiness of data is important to qualitative studies (Greene, 2000; Lincoln & Guba, 2000; Langenbach et al., 1994; Olesen, 2000; Seidman, 1998; Wolf-Wendel, 2000). "Because all data are created by people, they contain remnants of human intervention" (Langenbach et al., 1994, p. 203). The trustworthiness of the data was enhanced by the following characteristics of the study: (a) Colleague Review, (b) self review, and (c) relevant personal experiences. Special consideration is given to trustworthiness of the interviews since this data is significant to the study.

Colleague Review

Colleague review is effective in qualitative studies to ensure trustworthiness of data (Wolf-Wendel, 2000). As such, the researcher's committee chairperson and academic advisor, Dr. Don G. Creamer, was involved in all stages of the data collection and analysis. Dr. Creamer was consulted throughout the entire study and approved each phase of the process before moving into another arena of the study.

Self Review

The researcher used the audiotape recorded interview sessions and transcripts to ensure that all information shared during the interviews was properly identified. As confirmation of her findings, she referred back to each throughout the study, and, to the best of her ability, reported what the interviews and transcripts revealed. As identified by Wiersma (2000), "… [A]s a researcher reads a report, it is necessary to take a somewhat critical perspective. Reviewing research reports requires an intellectual effort on the part of the reader" (p. 76). This is very important when it comes to reviewing transcripts and relating the information back to the

original interviews to make certain the context and content reflect on the true meaning of the participant (Gerson & Horowitz, 2002).

Beliefs of the Researcher

The final topic in addressing trustworthiness of the data includes the relevant personal experiences and beliefs of the researcher. In the beginning of the study, the researcher believed that higher education created women's leadership development. She understood that pre-college involvement was influential; however, she believed that higher education was where many women began their leadership experiences. As the research progressed, it became evident to the researcher that the leadership development of this group of women was influenced more by what they had experienced prior to college more than what they experienced before college.

The role of the interviewer during a session is to keep the interview moving forward without influencing the information that the participant shares (Holstein & Gurbrium, 2003). Oftentimes, researchers find ways to interject their own views, bringing bias into their studies (Gergen & Gergen, 2000). In this study, the researcher did not intentionally influence the participants with her belief at any time during the study nor was she aware of bias being revealed. Pre-college influences reported by the women were in direct response to the questions asked by the researcher with no intention to guide the women's responses. If bias did occur, it was not the researcher's objective nor did she identify its manifestation. "Far better to acknowledge that the researcher is part of the world which he/she is researching, that different factors will influence the interviewee, and to take account of these in the kinds of claims you might make on the bias of the data that is generated…" (Gray, 2003, p. 72).

Chapter Summary

Methodology defines the complete epistemological approach of a study (Denzin &

Lincoln, 2000; Gergen & Gergen, 2000; Gray, 2003). Qualitative methods rely upon a variety of

strategies used by researchers to obtain generally verbal data in natural settings (Denzin &

Lincoln, 2002; Ezzy, 2002; Sowell, 2001; Wiersma, 2000). In particular, case studies involve in-

depth interviews to obtain the most amount of information available (Freebody, 2003;

Langenbach et al., 1994; Sprinthall et al., 1991; Weirsma, 2000). An interview protocol or

interview guide is an effective method of gathering qualitative data in case study interviews

(Seidman, 1998; Tesch, 1990). A qualitative case study research methodology using a protocol

that focused on the research questions were selected for this study.

Twenty women were selected for this study from the 1998-1999 roster of *Who's Who*

recipients. Asian American, Hispanic American, and women self-defined as "other" were

automatically included in the sample, along with five African American women. Prior to the

actual interviews, a pilot study was conducted to help the researcher in her interviewing

technique. Pilot studies are influential to researchers for training purposes (Arthur & Nazroo,

2003; Borg & Gall, 1989; Lietz & Keeves, 1997; Marshall & Rossman, 1989; Seidman, 1998;

Slavin, 1992).

Verbatim transcripts are effective means of documenting interviews (Gray, 2003;

Freebody, 2003; Lewis & Ritchie, 2003). Transcripts can be made from audiotape-recorded

interview sessions (Silverman, 2003; Freebody, 2003; Lewis & Ritchie, 2003; Slavin, 1992).

During this study, all interviews were audiotape recorded; each audiotaped interview was then

transcribed for analysis. Central to the data analysis is the coding of findings (Bogden & Biklen,

1982; Dey, 1993; Gray, 2003; Miles & Huberman, 1984; Richards, 1997). "Coding is the pivotal

first analytic step that moves the researcher from description toward conceptualization of that

description" (Charmaz, 2003, p. 319). The process of coding began with the transcripts being

coded by color according to each research question and then reviewed for personal comments

made by the researcher. Individual reports to identify undergraduate women's leadership

development factors were compiled to identify the emerging themes from the coded transcripts:

Leadership Analysis Reports, Leadership Theme Reports, a Cross Case Analysis Leadership

Themes Report, and a Final Leadership Themes Report.

CHAPTER 4

RESULTS OF THE STUDY

The purpose of this study was to identify the self-described stories and themes of the development and use of leadership talents among selected senior-level undergraduate women students at one university. The inquiry focused on successful women students who had demonstrated exceptional leadership talents during their undergraduate years to determine some of the individual influences that affected their development. This chapter will introduce the reader to the participants through an overall description of the sample in addition to the individual case stories of each woman who shared her undergraduate leadership experience.

Participants

The women who were selected for this study were members of a university's 1998-1999 roster of *Who's Who*. Researchers have identified that a smaller number of participants is more beneficial to a qualitative study than a larger number (Ritchie et al., 2003; Sowell, 2001; Wiersma, 2000). It is important that there be enough representation of a population without concern for saturation of information (Seidman, 1998).

A sample of 20 senior-level women student leaders was selected from the total number of 52 *Who's Who* recipients during the 1998-1999 academic year. In an effort to include as much minority representation as possible, all students who defined themselves to be non-Caucasian were invited to participate in the study. Three African American, two Hispanic, two Asian, and two women identifying themselves as "other" from the *Who's Who* membership were included. The researcher requested two names from an African American student leadership organization to provide for a larger minority representation; however, only one name was provided. The

researcher made several attempts to receive an additional name yet the organization's president

did not respond with any further assistance.

The total representation of women who participated in the study consisted of fourteen

Caucasian women, one Hispanic woman (who requested following her interview that her

information not be shared for concern that she might be identified due to her unique story), one

Asian woman, and two African American women. The two women who had identified

themselves to be "other" on their *Who's Who* application identified themselves as Caucasian

during their interviews. One of the African American women who was automatically included in

the study did not respond to any of the researcher's requests for participation. The African

American student who was recommended by the black student organization's president did not

appear for her first scheduled interview, agreed to a make-up date, and then did not come for the

second interview either. A total number of seventeen stories are shared.

<div align="center">Procedures</div>

Initial e-mail messages were sent to the selected participants. Thank you e-mails were

sent to all women who agreed to participate and second notices were sent to the women who did

not respond. E-mail communication continued with all participants to arrange interview dates

and times. Two-hour timeslots were scheduled for each of the women to share their stories as

deemed appropriate by the researcher and her committee chairperson. The women were made

aware that additional opportunities to meet for further discussions would be arranged if that time-

period was not sufficient for the interview to be held. Two hours were estimated to be enough

initial time to meet and respond to the interview questions without being draining on the

participants. "If an interview is too long the respondent may become bored or fatigued"

(Wiersma, 2000, p. 188). With the exception of one participant who required two additional sessions, all women were able to respond to the protocol questions within the allotted time.

Following the interviews, each woman's personal account was transcribed word-for-word and their emotional reactions were observed and recorded. Ezzy (2002) and Tesch (1990) revealed that it was not possible for the entire information as identified in an interview to be retold with completeness by the researcher. Verbatim transcripts of interviews provide an additional resource to researchers as they interpret their data (Gray, 2003; Freebody, 2003; Lewis & Ritchie, 2003).

From the verbatim transcripts of the interviews, the researcher drafted narratives that she felt best represented each woman's personal account of her individual leadership development story. Narratives provide a creative and informative means of sharing information (Fine, Weis, Weseen, & Wong, 2000; Gray, 2003; Richardson, 2000; Silverman, 2000; Spencer et al., 2003; Stake, 2000). Through this type of story telling, the researcher believed that the accounts of undergraduate leadership development would be both revealing and interesting.

Information shared by the women that directly answered the protocol/research questions comprised each case story. The women's majors, student organizations, and other honors/scholarships were also included to ensure that all areas of involvement and recognition were properly noted. The narratives of each woman's personal account do not follow a set outline. The case stories from this study emerged from each woman's interview, relating responses to particular questions where they best advanced the story. Such narratives are included in this chapter using fictitious names to protect the identity of the women. Chapter Five will include the continued analysis information, such as common themes that emerged from the

individual stories, to show similarities in the leadership development experiences of the women involved in the study.

Case Stories

Alicia Stemple

Alicia Stemple is a management science major with an option in decision support systems. She has been very involved with her undergraduate social sorority for women where she held the positions of recording secretary, vice president for programming and then president. Alicia is a member of *Who's Who,* a national leadership honor society, an honor society for Greek women, and an organization that supports women students in engineering, her original intended major. She received a scholarship from her sorority and made the Dean's List several times during her undergraduate years.

When considering monumental incidents throughout college, Alicia believes that her decision to leave engineering and enter the business program is at the top of the list. She does not remember why she made such a drastic change; however, she remembers having chosen the university because of its engineering reputation. As a young woman who excelled in math and science in high school, she thinks that it was her father's influence that caused her to choose engineering, "a natural academic fit." It was not until she began the program that Alicia realized how unhappy she was.

"It was not the grades," she explained. "I could do it, but it was the people, the atmosphere, and I did not really like going to class." In an effort to find something she enjoyed and could feel a part of, Alicia pledged a sorority during her freshman year. Following this decision, she became very sick and went home for an extended period. Upon her return to

college, she found no academic or emotional support from the engineering faculty and realized

that a change was imminent.

"I ended up missing weeks and weeks of class and ended up in the hospital for five days

or something. Then I went to my professors to ask them for help or extensions and they did not

respond to me very well at all." Alicia went on to say that her professors doubted her illness, as

did her classmates, which took an extremely emotional toll on her. After she had completed all

of the work that she missed, Alicia decided to leave engineering.

Telling her father that she had switched majors was very difficult. He took it hard, but

agreed to let her remain at the university for another semester, providing she found a major that

suited her. By speaking with others and attending a class called "Researching and Choosing a

Major," Alicia identified the management science program where her math and science interests

would be applicable.

When asked about her father and his reaction to Alicia leaving the engineering field, she

was very pensive with her answer. Although not an engineer himself, he was very supportive of

her decision to study the field. "He never said, 'I want you to be an engineer,'" she recalled,

"but I think I just put it on myself to take on that role." She went on to say that her sisters all

went to college but were not very academically inclined. "They did well," she defended, "but

they went to schools that were close to our home. They commuted. They lived at home and

went to a fashion school." She identified them as being the complete opposite of herself and felt

that it was her responsibility to be the academic one in the family.

Alicia's family played an interesting role in both her personal life and the perceptions that

she has had of others. Having two older sisters who are eight and nine years her senior, the

dynamics between her sisters and her father were strong. Her eldest sister no longer speaks with

her father because of her parents' divorce and her middle sister speaks with him occasionally

"but not like a father/daughter relationship." Alicia still considers herself to be her "… [D]ad's

last hope. I felt like I had to be. I knew that I could do something good with myself besides

fashion, like both my sisters did."

Alicia believes that her father missed out on the lives of all his daughters, especially her

sisters'. She senses that he is trying to make up for those years through his relationship with her,

as she is closer to him than they are. "He feels like he needs to be there and do everything right

now." Alicia wanted to make him proud of her and figured that studying engineering rather than

following in her sisters' footsteps was one way to accomplish this. "Even in high school, I

would try really hard to do well and get good grades because I knew it made him so proud."

While her father never pressured Alicia to meet any expectations, she always felt

personal pressure. "I think I put it on myself," she began, "to be there and do everything for him.

He wanted to do everything right now because he had missed out on my sisters, so I found

myself trying to over-do it and take their places. Like, he was really into tennis, so I took tennis

lessons and was on the tennis team. I do not know if it was because he wanted me to. I mean, I

enjoyed tennis, don't get me wrong, but I do not think I would have just chosen that if he did not

particularly take to it."

As for doing things in college because she thought it would make her father proud, she

recalled that she had been talking about exactly this topic with her friends a few days back. She

told them how she always did everything to make her father proud and one of her friends told her

that she should stop and just do what she thought was best. "And I can honestly say," she

continued, "that maybe I was not doing that these four years. Like joining the sorority and

changing my major was probably completely not what he ever expected. Something happened my freshman year that made me think, 'I need to just do what I want to do.'"

When she reflects on her personal development, she credits the lack of her expectations where her parents have been concerned as significant. "Not depending on my parents made me so independent that I knew I could handle everything." She learned to have low or no expectations along the way to avoid being let down. Both of her parents had continuously let her down throughout her lifetime, although Alicia stressed that she always knew that they loved her.

When talking about her decision to rush a sorority, Alicia addressed her initial reaction that sororities were not for her. Her biological sisters were not supportive which had an effect on her; however, she eventually decided to give it a try. "I was frustrated with the whole engineering thing and not meeting girls, and not meeting people that I thought I could have as friends. I was friendly with the girls on my hall but I was not really finding the right place for me. I just felt lost." One of her hallmates did make an impact on her by suggesting that they rush a sorority together. Alicia believed that if she could become involved in one thing (sorority), she would be able to find other organizations or ways to become active on campus.

Alicia dated a student leader on campus who supported her interests in becoming involved. He was very helpful to her in numerous ways, always encouraging her to do more and be more than she thought herself capable. Dealing with confrontation and conflict resolution were things that she did not feel comfortable doing, two things that her position as sorority president required. "He primarily gave me the strength to stand up to the group."

Support and encouragement were two additional motivators that Alicia's boyfriend, friends, and sorority sisters offered to her. These things were significant not only in her understanding of leadership but also in her ability to lead. Without the emotional security

that others shared with her, she would not have felt as competent to take on leadership positions. Whenever she would question herself, her friends would say, "Oh, Alicia, stop! You are the most confident person we know!" Alicia's internal reaction was always, "Gosh, if they only knew! I do not see myself that way. I do not see myself as really who I am."

When asked about faculty members who had contributed to her leadership and college success, Alicia could not think of any. "I have had good professors and everything, but no one that I think I really connected with or had some big inspirational thing with."

Alicia believes that her strength in leadership within the sorority came from observing how the former president failed in that role. "I was doing everything that I did because I really wanted the best and I wanted to help our chapter and to fix all that Anna messed up; not necessarily messed up, but I wanted to make everything the best that I knew it could be." According to Alicia, Anna never listened to the chapter, which made the members angry. Communication, she identified, is very important in group settings. Listening to others and understanding what each of her members was doing were essential to her leadership style.

"I just wanted to make everyone happy again, happy about being there." When asked why their happiness was important to her, she replied, "If they were not happy, participation dropped." It became a personal goal for her to ensure the happiness of her members. "I do not know if I thought that no one else could do it. I kind of just gave it everything I could."

Alicia's sorority received numerous recognitions at the Greek awards program earlier that month. When asked if she took credit for all that her chapter did while she was president, Alicia did not feel as though she could do so. "It is hard being in the president's position. You get more recognition in the lower positions than you do as president." She went on to say that the members of her sorority never verbally appreciated the work she did so the awards were her own

personal recognition. She admitted that winning the awards was never a motivator for her; however, they did help her to feel appreciated for all of her hard work. "That was a good ending on the year."

Angel Joseph

As a female pursuing a traditionally male degree in chemical engineering with a chemistry minor, Angel Joseph had to overcome a huge personal and psychological obstacle prior to enrolling in any college: her high school guidance counselor. "I told her that I wanted to apply 'early decision' to study engineering," Angel shared. "She said, 'Angel, you are not going to make it in engineering. You need to be a math teacher. Math teachers are what little girls do.' So I did not have a lot of self-confidence coming from that discussion. But when I started thinking about it, I figured that I had received an A in Calculus and Algebra and Geometry and I understood it all. I figured that if I could do all of those in high school that I could do engineering in college." (In addition, she graduated third in her class.)

Angel admitted that her counselor made her angry enough to go out and prove herself, which is exactly what she did. "If I had been a male version of me, she would have said, 'You will make a great engineer! Your wife can be a math teacher but *you* can be an engineer!' It's that stereotype."

At 23 years old, Angel has held several leadership positions while in college. Her most memorable one was with an honor society focused on scholarship and service, of which she served as president. She was a member of a sorority, having served as scholarship chair and a member of several other committees. She has been a member of *Who's Who*, a professional student chemistry organization, an engineering society, the engineering college's senior development program coordinator, and was a cooperative education (co-op) student for four

terms. While Angel does not consider co-oping to be leadership, it "got me going in different ways. It takes you out of the college environment and places you into a completely different world when you are only 19 or 20."

Through other recognitions, Angel received three academic scholarships and provided a testimonial for the engineering recruitment brochure. "And then I was one of four finalists for the Woman of the Year award," she laughed. "When they called me, I asked if they had the right number!" She explained that while she knew she had done her best at the university, she never expected to be asked to interview. She had just checked a box on the *Who's Who* application asking if she wanted to be considered for Woman of the Year yet never really expected to hear from anyone. "It was such an honor. I am not really a showy person. I do not walk around telling people all that I have done. It is not my personality. For someone to come up and say they want me to interview for something so big, it just did not feel right."

As with that phone call and Angel not feeling right about all that she had to contribute, throughout the entire interview she was awkwardly unsure of herself, her answers, and whether or not she was making sense with what she had said. A bright, thoughtful, and intelligent woman, Angel's uncertainty was most obvious as she offered most of her responses. To illustrate that she knew how unsure she was coming across, aside from making frequent comments to say as much, Angel stated, "I used to be really nervous talking to people." Her co-oping experience apparently helped her to overcome a large amount of her insecurities. "My hands would get all sweaty. I used to hate to call the pizza man when I was in high school," she laughed. "I'd ask my mom to call!"

Her cooperative education experience forced Angel into confrontational situations, which she believes impacted her ability to lead. "Just overcoming the barrier of talking to strangers and

having more confidence to know what I was talking about. It helped me out a lot. Throwing

myself out there was the only way to learn. It taught me that there is so much more to

experience if you just get involved!"

Angel considers herself to be a humble individual. "That is how I was raised to be. You

just do stuff and do not expect to be rewarded." When asked what she hoped to gain from being

involved in college, her answer was a clear cut, "Respect." She attributed this to her parents and

wanting them to know she was succeeding in her undertakings. "When people respect you," she

continued, "they tend to look up to you." Angel's feelings of low self-esteem were raised again

as she added, "Not that I want to be looked up to, it's just that it makes me feel better inside and I

do not feel like a 'dingaling,' which is what my mom used to say."

Having her parents proud of her has always been important to Angel. With the personal

invitation for her to join the scholarship and service organization, there was an invitation for her

parents to attend the induction ceremony. "It was a big deal to my parents," she confessed. As

role models to Angel, they helped her to become a leader. Her mom is a "go-getter, the one who

says, 'Sure! I'll be the treasurer, if no one else wants to do it.' You know, getting the groceries

for the old lady next door etc. She never takes time for herself. She does not sit on her rear end.

And that has influenced me."

Angel's mother was also the individual who kept her straight; something Angel now

believes had negative repercussions of sorts. "My mom would write down lists for me to do so I

never had the chance to figure out who I was and to think for myself." Reflecting back, she

believes that her parents wanted her to be the exact person she is today; however, she never had

the chance to figure it out herself. "Because I always had a to-do list. And I always had

something I needed to be doing." Being away from home has allowed Angel to take on other

responsibilities not predetermined by her parents. Painting and drawing are two of those personal interests and talents that she has pursued with tenacity.

Following her parents' rules was something that Angel has always respected. She emphasized a certain type of togetherness shared by her family, with values being significant. Sunday was the true day for family togetherness. "My family is very church-oriented. You get up and go to Sunday school, church, and then home to have Sunday dinner together. And then you do family activities, like take a walk around the block."

Being on her own has given Angel a sense of autonomy and confidence, especially around her parents. "They have become a little less authoritative," she confessed. "They do not have their hands completely around my neck any more."

Other people who have influenced Angel include the faculty advisor to the scholarship and service organization. "She has been such an influential part of the organization," Angel shared. "And that motivated me. Just by watching her. She does a lot of stuff!" Motivation was something that she emphasized throughout the interview, adding at one point, "If you are not motivated, you will not care about your classwork. If you do not care about your classwork, then in my mind, you do not really care about yourself and what you are in school to do." She added that if you are motivated enough to take care of yourself, you will be more apt to get involved. "It takes motivation to run an organization, to get other people motivated, and if you are not of a go-get-'em nature, you cannot. If you are not motivated to get the organization going, you are not going to get the members motivated to keep it going."

Angel was a motivated high school student but believes that her true leadership talents were somewhat repressed. She juggled numerous activities yet never lost sight of academics. "I had to. In order to get the grades in high school and still do cross country and track three

hundred and some odd days a years, and still have time to play basketball with my brothers

and…" Time management was of tremendous help. "I had the drive and motivation to do the

things that I wanted to do." As for applying everything to her college experience, Angel believes

that "… [I]t was just a matter of getting here and experiencing how other people lived, how they

grew up, and through all of that, I realized I did not have to be in that little shell. I did not have

to be the same person. I grew."

Her college friends were significant to Angel along the way. "Part of it was my

roommate freshman year. She was pretty outgoing so I would go with her to places. I was her

sidekick, you could say. I also had a boyfriend freshman year. I met him the first day and we

would go to class together. And he had friends, so through that I ended up developing other

friendships and being more apt to do stuff because he was doing stuff. I guess that I became

more self-motivated by doing things with them, watching them, and watching the girls across the

hall. Just by taking it all in."

Angel's freshman year experiences with her roommate were not all positive which she

believes also contributed to her personal development. Her roommate's boyfriend moved into

their residence hall room. "At first I was like, that's no big deal, and then it got to be that he

would spend every night in our one little room. And there was barely enough room for two

people, let alone three! When the toothbrush moved in, I got really mad." This caused Angel to

confront her roommate. Although difficult, they managed to move past the incident and remain

friends.

The department head of her major as well as the academic advisor to that department also

left their marks on Angel. "The reason I am a chemical engineer today is because I was

wandering around the halls and ended up in the chemical engineering office. This lady turns out

to be the administrative assistant and departmental advisor who told me to talk to Dr. Ware. I

did not know who he was but ended up talking to him for about two hours. Come to find out, he

was the department head and had taken the time to just talk to me to make sure that I understood

what chemical engineering was!" When asked how it made her feel when she found out who he

was, Angel continued, "It was like he was listening to *me*! He stopped and listened, taking time

out of his schedule. It makes you feel good to think that at a university this large, someone can

care."

Angel admitted that she tries to listen to the people for whom she is responsible in her

leadership positions. She recalled the previous semester when she was working 10 hours a week

at a local restaurant, mentoring (for pay) five to ten hours a week through the engineering

college, presiding over the scholarship and service society, taking classes, and interviewing. "I

did not have time for anyone," she recalled. "But I did my best to stop and listen whenever I

could."

Angel relates the art of listening to her senior design instructor. "He is there when

students need him. He does not come in until about 10 in the morning but he is with us until

three in the morning when we are doing computer simulations and to just answer the phone. He

likes his job and you can see it in his face, which has a big impact on the students." Angel has

gone to this professor outside of academics on a few occasions. When she was questioning

herself in an engineering-specific role upon graduation versus that of technical sales (a position

that she accepted following graduation), he amazed her with his support. "He said that I'd be

CEO one day because of how I dealt with people. It was not like 'Oh my gosh! You just spent

five years here at Tech to be some sales rep!' He did not look at it that way at all!"

Her design professor's reaction, compared with that of her high school guidance counselor, had a deep impact on Angel. Had she listened to her guidance counselor, she never would have pursued engineering whereas her professor offered her the exact type of support that she needed to move forward. "It gives you much more self-confidence for your teacher to say that you are going to be a CEO one day."

Angel hopes to continue surrounding herself with people who will make a difference in her life, referencing Oprah Winfrey as an outstanding role model. "She is unbelievable and makes people think. And the more diversified your way of thinking is, the more ideas you will have." As with leadership, she believes that diversity and critical thinking go hand-in-hand. "The explicit versus the implicit," she explained. An example of implicit, "not written down, is to be a good role model. In order to be a good role model, you need to carry yourself in a way that people will respect you." With service as her primary concern, Angel is looking forward to continuing her involvement with others when she graduates. Through doing her best, serving as a role model and motivator to others, Angel is confident that she will contribute to society for the rest of her life.

Cathy Edwards

Cathy Edwards is a complex young woman whose background has had a very strong influence on her undergraduate college experience. Although graduating with a dual degree in Political Science and Interdisciplinary Studies, the road to this success was long and hard, taking many turns along the way.

Cathy's father left the family when she was quite young. Additionally, her sister passed away while Cathy was in high school. Both incidents made her realize that life and the relationships made during that time should never be taken for granted. In the case of her father,

Cathy did not dwell on his absence in her life. She did share a story that summed up most of her feelings where respect was concerned. "Respect should be earned and not given." In the seventh grade as punishment for a wrongdoing, her mother gave her an assignment to write an essay about why respect should be given to adults. Cathy did not write the essay. Instead, she focused on why respect should be *earned* by adults. "My example," she began," was that my father had left my family when I was very young - a baby. I said that I do not respect him. Just because he is an adult does not mean that I respect him. And my mom was ok with it." Cathy has applied this value of respect to all of her other relationships throughout the years.

The death of Cathy's sister left a deep impact. "She was only one year younger than me and that is really the influential event of my life. If there was one event, that was it." Her sister's passing made Cathy "reconsider what is important about living. After someone dies, you kind of start to idealize them and start thinking what would they want me to do. It makes it a little more difficult to be selfish or mean when you think that there might be someone watching after you who would want you to be selfless and nice." For those reasons and more, Cathy began to take notice of her attitude toward others.

Nevertheless, her sister's passing took its toll in other ways. "You always have a vision of your future," she shared. "You always visualize that the people around you are going to be there. And when they are removed, you start revisualizing everything." Cathy went through an angry time in high school, bringing those emotions with her to college. She chose to focus her energy on academics as a way to mask her grief. "When I came to college, I really dove into my work, which is why I have enough credit hours to get two degrees." Time has allowed her to realize that suppressing feelings and focusing only on work are not the healthiest ways to deal with the grieving process.

With an emphasis on academics, Cathy soon found refuge within the University Honors Program. It was through this program that she became involved with her first leadership roles as well as self-understanding. As a member of the program's student organization and chair for the garden committee, she was introduced to areas of study that she had never considered and found herself undecided about her college career. "The Honors Program is really empowering for some students," she explained. "It gave me a real sense that I had a control over my education. So then, I started making decisions like changing my major and asking for substitutions so that I could do independent studies. I developed this attitude that no one is going to tell me what to do with my education." This sense of self-empowerment gave Cathy the confidence to become involved with faculty outside of the traditional classroom experience that led to campus leadership.

Cathy began to assist a female professor with her teaching load. "Suddenly, she would nominate me for a committee and I would get a phone call and I would be on another committee." She then began to seek out other opportunities for involvement. Along the way, she met additional faculty members whose assistance she greatly appreciated. "Meeting and getting to know faculty really promotes the same type of snowball effect," she announced. "The more faculty you know, the more your name is recognized and the more likely they are to say yes, this person is going to be a good member of a committee."

Cathy has developed longstanding relationships with several faculty members, identifying consistency, openness, and making the effort to see them every few weeks as catalysts for friendship. "But also," she continued, "I have been through a lot with the scholarship competitions that I have been to. They will reduce you to tears and so being around faculty or being in a naturally stressful situation causes a type of bonding of sorts."

Feeling more in control of her academic self helped Cathy to further her interests outside of the classroom. She took on the position of resident advisor, followed by head resident advisor and then tried her hand elsewhere. A conference aide, group leader for freshman/faculty Honors reading discussions, and a student advisory committee chair position each helped Cathy to become more confident in her leadership abilities. Her resident advisor role, however, taught her the most.

Cathy believes that a great deal of her leadership development took place through her resident advisor experience and observing her female supervisor. "To see how someone who is very young, who is female, relates to the professional environment through her organizational skills, approaches to problems, availability to me, were so significant. If I had a problem with a staff member, her just being so accessible showed me how to be with your staff - how to approach people. And her planning skills and her ability to be her own person in the context of a job that is very intrusive as to who you are as a person."

Through her positions as both a resident advisor and head resident advisor, Cathy was able to replicate the style of her female supervisor. She was also able to create her own management technique as she became more responsible for the actual residence hall building and less with students. "I really got to know how to deal with a small group of people in a very detailed or very thorough way, rather than dealing with forty-two women every now and then. I knew about their personal problems and their lives and learned a lot about how to manage group dynamics. I made a lot of mistakes. But the point is, that while I was doing all of that, I had a supervisor that I could go to and ask for assistance. And just to hear the direction that she took me in as far as handling problems really taught me a lot about how to manage people and how to work with people."

Cathy's exposure to women in positions of leadership did not begin with her resident advisor supervisor. "When I was in high school," she explained, "I worked in a shoe store and the owner was a woman who tended to hire all young ladies." Cathy worked her way up to assistant manager and recognized the owner to be "very accessible as far as training me to be a worker and very tolerant. I could make an unlimited number of mistakes and she was still not going to raise her voice to me. And then, to look at her and be like 'Wow! This woman is actually running the store, owns it, and her husband owns the other but he does not have anything to do with this one!' It was really cool for me to see that."

Observing women in leadership positions helped Cathy to see herself in similar ones later in life. "It definitely gave me the idea that I wanted to be a very independent kind of a person. I still want to be there for the people who I have actual power over but I am not going to exhibit that as power. I am going to exhibit that as tolerance. And I think I learned a lot about how I want to deal with staffing problems."

Cathy also found and offered time to at-risk pre-school children each week. At such an early age, they were identified as potential high school dropouts, given their socio-economic backgrounds. Cathy was able to use her own childhood experiences as she focused on being a role model for these youngsters. "When I was growing up," she recalled, "my family was very poor; we were on Welfare. All through college, I have run into people, mainly in the political science department, that are so against Welfare. Even if the whole system is screwed up, ok, work on the system. And so I started to see that when people have privilege, they are very likely to condemn those who do not have privilege and I did not want to turn into that person."

By focusing on the at-risk children with whom she worked as well as adults, Cathy turned the attention away from herself and what she had personally hoped to accomplish, emphasizing

the anticipated outcome. "It does not matter if they give you credit for what you have done. It is just whether or not you be a role model for someone and a stable presence in their lives. And I do not think that adults are that different from children in that way. If you have a positive influence in their life, they might not be able to point to you and say, 'You. It was you who had the positive influence in my life' and give you recognition. And hopefully that will not be the important part. Someone someday might remember and say, 'Wow! I want to be like that person' or 'Wow! That person really taught me how to be tolerant'!"

Cathy's desire to be an active volunteer was a direct result of the Truman Scholarship for which she was a finalist. Wanting to know more about the person for whom the scholarship was named, she read about Harry Truman and became intrigued with his career in service. She then read Marion Wright Edelman's book on serving children and public service being a way of life. Cathy hopes to go into public service following graduation, using her volunteerism as the springboard for future involvement. "And it is not just something you do on the weekends," Cathy stated. "It is a commitment for life."

Commitment, she revealed, is especially important to any and all undertakings. "You do not make one if you are not willing to at least try to keep it. In my philosophy of life, do anything that you want as long as it does not do anything to intentionally hurt other people."

Cathy credits the university environment for all that it offered her as both an individual and as a student leader. "The physical environment is real nice. For me, being a pretty active person, it helped me to grow and flourish and experience things physically. I am talking about the gymnasium. The grounds are generally kept very nice. The buildings are generally kept well, at least the ones that I go into a lot. The library is decent; the new dining hall is good. All of that that gives me a positive feeling about being here." Cathy went on to describe herself as

"spatially oriented" and how the layout and physical looks of buildings affected her disposition. One of the residence halls that she lived in "was a beautiful building. I was happy all the time." Another hall was "a horrible building. It is ugly. It is depressing to be in and I was depressed all the time. So, nicer spaces just make me feel healthier, truthfully!"

Cathy's leadership and university involvement produced a sense of self-confidence that she will take with her into her future personal and professional life. "Just having self-confidence is enough to make you do something, is enough to make you seek an opportunity or face what seems like an insurmountable challenge and just say, 'I am going to do my best,' knowing that your best *is* probably good enough."

A previous poor relationship with a man caused Cathy to lose much of her self-esteem during her earlier college years. He was not a positive reinforcing figure in her life, causing Cathy to doubt herself. "His whole attitude of disbelief that I could do anything of worth strongly affected my self-confidence. But you know how it is with romantic relationships – they tend to be overwhelmingly important." In her particular case, her relationship with him caused her to be very focused on areas that he would address. "When I could get his compliments, I would feel better," she shared. "But when I did not, I would feel worse." She was very dependent on him. His mood swings dictated her personal sense of self.

Cathy's mother, considered her best friend, has always had a positive impact and has always been very supportive of her endeavors. "My mom is the strongest person ever to walk the face of the planet," Cathy stated. "We have been through a lot together. And no matter what I decided, she was very supportive." Whatever Cathy believes to be the best for herself, her mother has shown approval. Even when their opinions differ, she receives "unconditional support."

Wherever Cathy's life takes her, she will continue to look for the good in people and use her own abilities to appreciate others. Her personal creed will accompany her into whatever challenges lie ahead: "Be as kind of a person as you can," she stresses, "as giving as possible without compromising your own integrity as a person."

Dee Dunn

As a heavily involved high school student, Dee brought many leadership attributes with her to college. She chose organizations that were not necessarily the most popular, looking to make a difference within each. Through her activities, she found herself stepping forward when jobs needed to be done to ensure successful completion.

Dee was apprehensive about taking on tasks that she did not have the time to complete versus adding one more "small responsibility" to her plate and knowing it would be accomplished. She could not recall how far back she had been in this mind-set but recounted several examples of the types of things she had done by herself. "I organized different fundraisers, solicited support, and asked for donations from area businesses." Dee found that this behavior followed her into her college leadership roles yet recognized it to be a negative attribute. "This is a flaw that I have," she admitted. "I came to rely on myself and to try and do everything myself. That is what high school showed me."

Dee focused a good deal of her responses on her church involvement where she had been part of the choir, the bell choir, and the youth group. She placed an emphasis on the youth group because her parents were in charge of the program. "For 20 years. No matter where we moved, they were always involved with the youth." In high school, Dee took on more active roles, representing the church's youth at conferences and on different church boards. "I would just be

there," she explained, "to add my input for the youth about what we thought; to involve the youth in different aspects of church life."

When asked why she felt so compelled to be the voice of the youth, Dee addressed the large percentage of youth within the church community who did not have any previous representation. It only made sense that there be someone to speak on their behalf, she explained. As for her religious involvement carrying into her collegiate experience, Dee has been an active member with a Christian organization at which she has assisted with the nursery for three years as well as attending weekly services.

As a member of her high school marching band, Dee played the tuba (as well as several other instruments in concert band). She recalled how there were only two young women in the tuba section with nine guys. It was this experience that she believes shaped her leadership and comfort levels when it came to males and females. "We would just take control," she admitted, "and just tell them to do whatever and they would normally listen to us." This type of authority followed her into college. "It taught me that I can take control of a large group, especially guys. I think it is a lot easier for a girl to be in charge of a girl group then for a girl to be in charge of a guy group. A lot of guys still think that women are inferior and that they cannot be as good of leaders as they are, because of their emotions."

To prove them wrong, Dee tried to incorporate fun into the demands that she placed on the members of the tuba section. "People are more willing to do things if they are fun than if you try and make them into tedious tasks." She explained that as long as the job is getting done, it is fine to have fun while doing it.

Dee was involved with sports growing up. She did gymnastics when she was young and then bowled from the sixth grade on through high school. Dee described that the support from

her parents helped encourage her to pursue different athletic programs. "If I woke up one day and I decided that I wanted to play softball, we would sign up and play softball. Or, my mom was there every week to watch me bowl. She would come to every match. My mom would even stay for my gymnastics practices."

Team involvement provided motivation for Dee, which she believes helped to shape her leadership skills; motivation for both her own team members as well as others. "A lot of time it was just motivating the other teams if they were having a bad day or anything. I would say, 'It's ok; you'll get the next one.' I was just trying to keep everyone positive."

When asked whether motivation and positive attitudes were significant to her current leadership roles, Dee's response countered her behaviors. "I was actually voted the class pessimist in high school," she began. "So I do not always share the positives for myself. But for others, I try to motivate them to do their best and to stay positive no matter what is going on."

Dee was able to relate her interest in motivating others by recalling a situation with her sorority. There was the possibility of the chapter losing its charter; however, Dee worked diligently to seek an agreeable solution. "I worked hard on behalf of the chapter, keeping them positive and showing them how this incident could increase our sisterhood and bring us closer." Through her diligence, the women were able to retain their charter and she was elected president of the chapter for the next two years.

Dee remained focused on the topic of positive outcomes and motivation. "I believe that there are times in everyone's lives where it is hard to find the positives in a situation." She related a story from high school where her bowling coach was killed in an automobile accident and then shared another story about the recent death of her grandfather. Both situations took their emotional toll on Dee. "It is just hard to find positives in situations like that." She regained her

thoughts and took an optimistic approach. "If you let enough time go by you might be able to look back and maybe you will realize why it happened or that it taught you a lesson in the long run."

Dee was able to recount the way that her grandfather affected her. "He would make something out of nothing," is how she described him. "Not in the sense of picking fights but as in taking nothing and making it into an actual something. He would bring rubber home from work and would make his own rubber bands. My dad never had a whole loaf of bread because they would go and get the ends at the bakery that no one wanted. Just making something out of nothing. It may be silly, but I double knot my shoes now. But only because of my grandfather, because I would get yelled at for leaving my shoes untied."

When asked if she made something out of nothing like her grandfather, Dee related how she makes situations positive even when there may be nothing positive about them. She agreed that her grandfather taught her the meaning of hard work. She enjoyed thinking back to what mattered most to him outside of family. "His garden was his life." That was the only thing he did for himself, yet it involved a good deal of hard work on his part to keep it maintained. This affected Dee by showing her that she needed a good balance between work and fun.

Bringing her grandmother into the conversation, Dee recalled the strength that was always exhibited. "She grew up with a lot of adversity in her life that could have made her into someone bitter or mean or resentful. But she accepted everybody for who they were. I never heard her say a bad thing about anybody in her entire life, even the people that have gone out of their way to hurt her." This affected Dee's own life by making her realize and appreciate all that she has had. "Bad things might happen to me," she explained, "but there are worse things in the world and I should be grateful for what I have."

Her philosophy on feeling grateful has been carried into her college days. "I try and respect everyone's diversity," she began, "and their personality, because they were brought up differently and were taught different values than I was. I need to respect that." The values that she emphasizes go back to her grandfather and working hard for what she wants. "Do not always take the easy road," she stated. "Take the long road." She took a moment to also acknowledge her father's advice that you might be able to get it done right the easy way, but most of the time you will have to work hard.

As for doing it right the first time, Dee was able to realize that if "you learn to do it right the first time, you save a lot of stress and you get a lot more sleep." She attributes her leadership involvement to helping her manage her time properly so that she does not have to worry about last-minute assignments, projects etc. "If I do not get it done when I have the time, it is just not going to get done. Or, it is going to get done two hours before it is due and then it is not going to be as good as I want it to be."

Impressions by others of what she has done are important to Dee. "I do not want anybody to think that I don't care and I think that when you put more time into a project and give 100%, it shows that you really care about the project." As for caring about all of her projects, Dee's response was a sarcastic, "Unfortunately, yeah." Explaining her answer, she continued. "A lot of times when I take on a role or a commitment, that commitment gets 100% of me and there is only so much of me to go around. I do not take it on or I do not do it if it does not mean something to me."

As examples of the commitments that Dee took on during her undergraduate years, she was president of her sorority for two years, vice president of her class for four years, secretary/treasurer of an alumni student organization for one year and a member for three years,

a member of a leadership honor society for two years, two Greek academic honor organizations,

and a Greek (sorority) advisory committee. Dee received several academic scholarships and was

nominated for a national sorority sisterhood award. She also assisted at the local church on

weekends and was an undergraduate teaching assistant. In addition, she worked 15-20 hours a

week.

Commitment, as explained by Dee, is very important. She shared a story about an

agreement that she had made to participate in a Founder's Day ceremony and luncheon before

receiving a letter of acceptance from one of her graduate school choices. The graduate school

was hosting a visitation day at the same time. She wanted to attend the graduate program yet felt

compelled to keep the commitment that she had made to her undergraduate institution. "I do not

think that you can break one commitment because another one comes up," she began. After

thinking for a moment, she added, "You have to deal with each situation case by case. In this

case, I felt that they were about equal and since I had committed to one, then I would have to

decline the other. And I feel that if you explain things to people, they will understand."

Dee believes that the university offered many opportunities for her to "take and excel my

leadership." She thought of available workshops for students but then admitted that she had

never participated in any. "I think they just offer overall support. If I have a problem with one

area, I can go to that department." When asked if she sought assistance often, she said that she

did not do so as often as she probably should have. "I like to think that I can do it on my own

and I know what I am doing. But a lot of times I do not!"

Academic faculty involvement did not play a big role in Dee's leadership development.

She credited the advisor to three of her student organizations as having the greatest impact. "Just

by watching how she cared about all of the students. She always made time for everyone, even

when we knew how busy she was. She would stay late or be with us on the weekends, even when she did not need to be there. She really cared about us and wanted the best for us."

Dee shared a story about being stung by a yellow jacket at an organizational retreat and how the advisor not only helped her at the time she was stung, but met her at the doctor's office when they returned to campus. "She was really, genuinely concerned about me. It made me feel good to know that she was there." Dee went on to share how she frequently visited this advisor and how they had become friends throughout her time in college. "Debbie would always recommend me for committees, awards, scholarships. Anything that she knew about, she would ask me if I was interested." To Dee, Debbie was a true role model and someone whom she admired greatly.

Leadership has provided Dee with ways to become involved while in college. "I like to be busy," she explained. "If I am not busy, then I am wasting my time. I like to be involved. I like to be around people." Involvement and being around people have helped her to develop friendships within each of her organizations. "Most of them will go beyond college and that is important to me. Because your friends from college really know who you are." Dee admits that she is still close to some of her high school friends but feels more confident that she will continue on with her college friends.

Dee wanted to end the interview emphasizing that making others proud of her accomplishments was significant. Whether or not she received credit was insignificant. What mattered most was that *she* knew she had done a wonderful job and that others had benefited from her efforts.

Caroline Daniels

Caroline Daniels began her undergraduate experience with a series of problems. Originally, Caroline believed that a small private college would be in her best interest. She chose a small, private institution in North Carolina and ended up living in a residence hall that "had a reputation." As such, she chose not to become friends with the women on her hall. She switched roommates twice; her first roommate "threatened to kill everyone on the hall" and her second roommate "would just randomly come in and open the blinds and turn on the lights in the middle of the night." She would also hide the phone that Caroline purchased and then bring it out to use when Caroline left the room. Out of twelve women on that floor, Caroline was one of four women who chose to transfer to another institution. She reapplied to her second choice university and was once again accepted, although she chose not to enroll when told that she would have to live off campus. Caroline applied to her current institution as an "after the fact" decision.

Caroline chose Accounting Information Systems as her major, admitting that she really did not know a great deal about computers or the program. "When I applied here for accounting, they sent me stuff about the Information Systems option. They said that they would teach me everything I needed to know. That is how I ended up here."

Coming from a small town in Pennsylvania, Caroline was looking forward to making new friends in college. Unfortunately, her first experience proved to be very disappointing. The women whom she was expected to befriend "just were not the types of people that I really wanted to be associated with," she explained. She was hoping to find "people who like to be involved but also concentrate on their school work."

Caroline's second college environment helped her to easily become involved. Having high school friends who attended this school also helped to open social doors for her. One high school acquaintance became a close friend, introducing Caroline to her sorority, which Caroline eventually pledged. Although she liked all of the women in that group, she chose to go through the formal Rush program to meet other women and to confirm which sorority best fit her interests. Rush provided her with "this whole group of people that you can recognize on campus; it makes the world smaller."

Caroline's sorority interests helped her to become more involved with the Greek System as a whole. She was president of her pledge class and held a number of chair positions, eventually representing the group through the Panhellenic Council and Rush leader program. She knew from the start that she did not wish to make sorority life her only area of involvement and took on other leadership positions. Caroline became president and treasurer of her major's student society and captain of a student case competition, also affiliated with her major. She was a finalist for the Woman of the Year Award and received six merit scholarships during her undergraduate years. She was a member of a national leadership honor society and two additional academic societies, serving as communications chair for one.

As a transfer student, Caroline became close with the faculty member of the business program who oversaw transfer students. This member asked Caroline and another student to develop a program just for students who came from other institutions, a task that they accepted with pleasure. They were responsible for contacting all new transfer students and answering any questions that were asked.

Although this faculty member was only responsible for Caroline's transfer needs and Caroline was provided with an academic advisor soon after arriving on campus, the two

remained in close contact throughout Caroline's college years. "I would ask her questions because she was just very helpful," Caroline shared. When questioned about her academic advisor's role, she admitted that she did not receive the same type of attention. In several instances, she went first to her academic advisor and then, not having received any responses to her e-mails, she would ask her transfer counselor friend.

Faculty, in general, did not assist Caroline with her student leadership development. The advisor to the student case competition in which she was selected to participate was helpful with recommendations for awards and other advisee-advisor roles. In general, she felt very comfortable with him. Outside of being a supporter of Caroline's involvement with organizational opportunities, the two did not share any other special friendship. Through the Greek System, Caroline did become close with its Panhellenic Council advisor, who helped to recommend other opportunities to her during her undergraduate experience.

This past year, Caroline wrote and taught a class for sorority women participating in the Rush training program. Working closely with the Panhellenic advisor, Caroline learned how to deal with her peers in a completely different setting. "It was kind of hard sometimes," she admitted. "You could tell that some of them did not want to be there." Leading this group both within the classroom and then joining them outside of it in a peer role was educational and enjoyable. Placing an emphasis on the group as a whole, Caroline explained that "it is kind of like you have another group of people to turn to when you cannot hang out with the people in your sorority anymore."

Her peers have been important throughout her life; however, Caroline never let them influence her leadership decisions. "I do not care what others think of me, but I care enough that I do not want everyone hating me. So if I really screwed something up, I would want to try and

fix it." To avoid being "hated," Caroline made requests of people in nice ways, never demanding. She also made sure to praise them afterwards so that they would always feel appreciated. Personally, it is not important to her if others acknowledge what she, herself, has accomplished. "It's nice," she shared, "but it is not something I need to have happen."

The university environment as a whole has had a positive affect on Caroline's leadership. "There are all sorts of random things that I did not even know about," she explained. She acknowledged the variety of organizations with which to become involved without having to focus on just one area.

As a leader, Caroline believes that a person needs to be willing to do whatever she is going to ask her members to do. "If you are not willing to do everything and go beyond, then you get disgruntled members and no one really wants to be there. There is no point in having a group if people do not want to be there and the leaders do not make it exciting and informative for them to be there." Motivation, she determined, is the key to effective leadership. "Some people just need incentives to be there and to know that their point of view is needed and valued." Caroline also recognized delegation to be important "to give opportunities for people who maybe did not choose a leadership position but want to get involved."

Prior to college, Caroline belonged to her high school's tennis team whose captains did not appreciate the other team members and provided no motivation. "Like one girl," she recalled, "she was really good but our captains just made it miserable and so she left and ran track. So you can lose some of your really good people if you do not show that they're really needed on the team or do not show that what they do or think is important. If these people are going to preach to you what you have to do and everything and do not really care what you think, then some of them will just end up leaving."

Caroline had played tennis since she was in the fourth grade and felt committed to the team, even though she did not feel valued. "I enjoyed it," she admitted, "and I liked the competition. It was really frustrating, though." Caroline watched as the captains showed favoritism to members of their own families who were on the team. "They changed the rules for them and not for other people," which caused additional disappointment.

When asked if frustration helped Caroline with her leadership skills in college, she admitted that there was indeed a positive result. By recognizing the situation and the organization, responses can be modified to accommodate each. "Just to try and think what they feel, from their position, and how you can make the rules or make the meetings go, or things like that. Just make it the best for everyone there and make them feel less frustrated than you had been in some other situation previously." Caroline believes that "when they get frustrated at some things, that's good because if they are willing to make suggestions, then you can always change them and then, hopefully, it will work out for the better." She emphasized that frustration among organizational members affects others in those organizations.

"You cannot really have a group or an organization when your members only come maybe randomly, once in a blue moon. You cannot really do anything without members who are willing to be there, wanting to do something for it." In response to low attendance, Caroline created new programs. She asked for ideas from the members and worked hard to implement as many as possible. "You just want to take their suggestions and see if you can implement them or if maybe it was not the best idea, maybe sit down and talk with them to explain why the idea would not work."

How an organization is being run can have a direct impact on its future, Caroline shared. "You want other people to want to join the group because the group members have their opinions

heard. They're actually enjoying what they're doing and then you bring in new members. And then with a bigger group, you have more funding from dues and more people with ideas that you can end up doing bigger and better things!"

Caroline believes that most of her ability to lead is a direct result from her high school leadership positions. In addition to tennis, Caroline was very active with the school's dance squad. Timing was sometimes difficult because practices for each oftentimes overlapped. The leaders of the dance squad would stay after practice to teach Caroline what she had missed earlier in the session. She did not receive the same type of support from the tennis team captains. She applied this experience to her collegiate leadership, where she has tried to keep everyone as informed as possible. "You do not want one of your members of an organization to be lost and confused the whole time."

Caroline's family has contributed to her leadership development. There were just herself and her brother, with whom she was never close and who was not influential to her at all while she was growing up. Her parents were true supporters, something Caroline found to be most important. "Just to know that even if you are doing something small, that you have people behind you, kind of cheering for you. It makes you feel good. It gives you confidence. Because then you know, or think you know, you have the ability to do what you are doing even if you are a little unsure of yourself."

Caroline's mother has been the largest presence in her life. Her mother was unemployed until Caroline was in the fourth grade and was always able to take on traditional parental roles in her school like organizing holiday parties. She eventually started up a business with a friend, at the same time playing tennis or paddle tennis. She would always find time to pick Caroline up from her own tennis practice or attend a match, feed her, and then take her to her next activity,

always leaving time for both Caroline and her father on the weekends. "You need a balance and she would always mention that."

Jennifer Traub

Growing up in a small town where everyone knows everyone, Jennifer Traub's background has been significant to her undergraduate leadership experience. Her parents, grandparents, and great-grandparents were from that same area along with many other relatives. She was fortunate to have family and community support for as long as she could remember. Where and how she grew up had a positive impact on the way that she views herself and the people with whom she has made relationships over the years. "It's kind of like a deep background," Jennifer shared. "I mean, people know me that I do not even know. Growing up in such stability and support really gives you confidence and builds your personality. It sets your morals and standards and ethics to be what you want to be."

Jennifer focused on standards and ethics, again relating her experience with her family and background. "I grew up around my grandparents, great-grandparents, aunts, and uncles," she began. "There has always been a really strong base. They set high morals and standards about how I should or how they expected me to be. They supported anything that I did and it gives you all this confidence. It gives you a good basis to go out and make the right decisions."

When confronted with challenges or decisions, Jennifer considers the entire picture before agreeing to become involved. She commits herself to each personal goal that she sets for herself, not wanting to fail in anything for which she is responsible. "I am determined to finish what I set out to do. I do not do anything halfway. I have to go all out for everything."

Jennifer further explained herself through her interest in horseback riding. "Every year I asked for a horse," she explained. Her parents kept telling her "no" because they feared she

would quit as soon as they bought her one. She was determined to make them see that she was

sincere and that their investment would not be wasted. As time wore on, she finally convinced

them that she would be responsible. "In high school they thought that it was better because it

kept me really busy. I spent all of my time in the barn and there was no time for boys and

trouble. Mom and Dad decided that the horse was the best investment they had ever made!"

Jennifer's leadership through riding competitions was clearly demonstrated by the

numerous shows in which she participated. "I have been riding since I was five so they have had

influences on every stage of my life," she reflected. She recognized that her riding instructor's

tough attitude had left a major impression on her. "She really focused on responsibility. It was

not like you went out there and she had the horse ready for you and you rode it and then gave it

back to her when you were done. You had to come out there and work and feed the horses and

clean the stalls. Do whatever she expected you to do when you were out there. And that whole

aspect gives you responsibility and determination. You learn how to be a good sport."

Riding also enabled Jennifer to form relationships, beginning with the horses for which

she was responsible. "It's not like a normal sport where you go out and you are doing

everything. You have to form a relationship with this horse. The horse has to trust you and you

have to trust it." Jennifer carried this concept with her to college where she truly cares about her

friends and looks out for them.

"I help all of my friends when they have problems," she continued, "or with their classes

or with personal things. To just be there to listen if I cannot give advice." The majority of

Jennifer's friendships were formed during her freshman year with other women in her residence

hall. She has found her friends to be supportive of her and all that she has been involved with,

also willing to listen and offer advice to her when needed. Most of her friends are active in the

same areas as Jennifer and share similar goals. This has been helpful to each of them. They are able to talk about what needs to be done and the problems they each face when it comes to dealing with similar concerns. "It is nice to talk to someone else and know that they are having the same problems and it is not just you." Problems, she further explained, were more life-centered than academic or social. "Like having so much stuff to do and not knowing if you are ever going to get it done."

One specific area that has caused her a great deal of stress has been medical school and whether or not she would get in. Jennifer received special support from the University Honors Program, mentioning several of the staff members from that department who have offered advice and assistance. She went on to recognize her pre-medical program advisor who helped to prepare her for her applications, admissions etc. She admired him for the support that he extended to her as she completed applications, decided where to apply, and prepared for her MCATs. "He will sit and talk to you and try and help you with any problems and then you realize that it is not really that big of a deal. He wants to know what is going on and how much progress I am making."

Jennifer's parents have been the primary influences in her life, with both of them being active members of their community. Her father plays soccer and tennis. Her mother plays tennis, is active with the school at which she teaches, serves as a mentor for new teachers, is a team leader at school, a member of a quilting club, and a member of their country club board. Jennifer seems to have followed in their footsteps during her undergraduate years, having become involved in a residence hall advisory group, the university's riding club, *Who's Who*, and three honor societies. She volunteered at a local x-ray clinic and at a local elementary school. Additionally, Jennifer had been recognized for her leadership through the equestrian program's

Horsemanship Award, Dean's list (three times) and President's list (twice). She credited the university for providing numerous activities for her to become involved with, allowing her to become a leader beyond the riding ring.

Jennifer is very close to both of her parents and tells them everything. "I do not have any secrets from my parents at all about the things that I do." She is closest to her father, though. "If I have any type of decision to make, I call him." Jennifer speaks with her parents often, always bringing her dilemmas and situations before them. "Not that they make the decision," she explains. "They just tell me that every decision in life, I will have to make on my own. Sometimes I will make the right decisions and sometimes I will not, but that is just something that I have to do and it is something that is going to make me who I am going to become."

Jennifer's mother is more direct in letting her know what she expects from her. "My mom is much more forward about it and will be like, 'I do not know if you are doing the right thing' or 'I think this is a good idea.'" Her father is less talkative about issues. "My dad pretty much listens and he will tell me whether he agrees or not." Regardless, she knows that both of her parents expect her to give her best and she works hard to please them.

Judy Ryan

Judy Ryan identifies herself as bi-racial. "I tend to claim African American. If there is a choice for 'bi-racial,' I will check it. If not, I will check 'African American'." She is working on two degrees, history and political science, with a wealth of student leadership positions behind her: president of a model United Nations; president of a national history honor society; president of a club within one of her majors; chair of one of the student judicial boards; chair for a student government committee; a senator within a student government organization; assistant director for another student government-run program; county liaison for a student political

organization; member of an advisory board for student center employees; chair for her pre-law society pledge class; member of an African American honor society; and an active member with women's programming on campus. In addition, Judy has served on a number of search committees for university student life professional positions. She received a variety of scholarships throughout her undergraduate tenure for both merit and leadership. *Who's Who* was proud to include Judy in its roster this academic year.

Employment has been a major influence over the years to Judy as she developed her own unique leadership style. Working for a nationally-recognized theme park, she was proud to acknowledge receipt of an award for which park guests had nominated her. Judy received this award twice in one summer. "I helped this family who had lost their child," she explained. After a collaborative effort with the park's security, the child was found within the hour. She was proud of the way she provided personal attention to the elderly couple who were distraught over the disappearance of the child. "I just stayed with them. There were other kids with them so we took all of them to a game. We got them food and let them sit in a shady place." Focusing on the park's policies, she attributed its pro-active customer service philosophy with its success. "If there is anything wrong, they will just sort of inundate you with free things so it was really easy to do nice things for people." She compared this type of experience with others where she did not have the ability to do anything for people and felt somewhat helpless.

When asked if she could relate any of her experiences to her student leadership, Judy concurred. "If there are problems, to be able to solve them and go one step further to make them better." Appreciating people is a very important value to her. Judy has personally witnessed "certain people who had not received the recognition they deserved" for their student involvement. Communication, she identified, was the reason for this. She believes that when

people are made aware of the acts of others, they are more prone to do something in response. Judy spoke of problems within one of her organizations and how an officer took on the responsibility of trying to make things better. In response, Judy took it upon herself to recognize this student. "All I did was basically thank her at our induction ceremony and got her a bookstore gift certificate and some flowers, just because she had done such an excellent job of trying to solve some of the problems that were going on." She was glad to have done this; however, she did not feel as though she had done anything out of the ordinary through her actions.

Judy's leadership appreciation began prior to her undergraduate years. She was very active in high school and took notice of others' commitments to their responsibilities during that time. "I have always been recognizing other people, even at that stage," she shared. "It just seems like you should appreciate what people do. And I think you should thank someone even for just doing their job and maybe even when they do not do their job all that well. If they have tried, I thank them. And I am sure I thank people who do not even deserve to be thanked, but I would rather thank people, or be appreciative more than I need to, than to not be appreciative enough. It just seems very important."

Judy's grandmother helped to instill her sense of values with appreciation. "My grandmother was very into 'please' and 'thank you' and just being very appreciative," she explained. Judy spent a great deal of time with her grandmother. They lived together, along with her mother, for most of her life. Her grandmother was sure to thank Judy for everything. "Little things," she reflected. "Like, I would help her clean the dishes."

Judy now feels that she could/should have done more around the house as she was growing up. During her high school years, her mother ran a business. Looking back, Judy

realizes why her help at home was always being requested, although she rebelled. "I wanted to spend more time doing leadership roles at school, working, doing school work, and so it was like pulling teeth to get me to do work at home. I just did not feel like that was where my priority was. I really wanted to be involved in the school play or do speech and debate. I just wanted to follow my own interests."

While in college, Judy has not been rebellious toward her mother's requests for assistance. "My mother actually lives in town, so it has been a balancing act because she still requires me to help her with a lot of things. But I have done a pretty good job of being able to help her and setting good boundaries." Judy has learned organizational skills and prioritization and has no problem letting her mother know the certain days that she can assist. "So I think I am over my stage of rebellion."

Questioning Judy on whether or not she has exhibited rebellion toward student leadership, she focused her answer on authority. Within one of her primary organizations, "… [I]t's all about rebellion. We would come up with things that we would push for or ideas that we wanted to advance, even though we really knew that there was not a realistic opportunity for those ideas to go through."

With her current student center employment, Judy has had many problems with those in authority. "I just have certain values that I really hold dear and sometimes they conflict with the sort of overall administrative ideas. Here at work, I have always felt like student employees were not appreciated the way they should be, not appreciated the same way as student employees on the rest of the campus. We're forced to sign contracts that list all the rights of the center but not the rights of the students. It is not like a two-way contract." When asked if she had ever made attempts to change the policy, Judy said that she had. "For a long time. One of the things I

felt like there should be my first year working here was a student roundtable for students to talk about their problems with the administration. Subsequently, the next year, they did the student employee council." Judy served on the council and also admitted to having had "extensive discussions with various administrators," not necessarily affecting the conditions. "Some things have changed for the better and some things I do not think will ever change. It just became apparent that I needed to put my energy someplace else."

The theme of rebellion continued throughout the interview. Judy agreed that "rebellion" became "challenge" when she came to college. "I was not a very rebellious person. I have always pretty much followed most rules." She believes that it was in high school when she first felt challenged by authority, although her college years have surely included similar experiences. Faculty of the university soon became a related topic.

"I have always had a very good rapport with most of my professors. Not so much on an equal basis, but definitely as a student. Not so much to the point that I would say they are my colleagues." Considering it further, Judy changed her thought. "Now, as I am about to leave and not going to grad school for another year, they are more and more colleagues versus just professors. The dynamic of the relationship is becoming more and more equal, like instead of me being inferior." She talked about how faculty have helped her mature over the years. "Through talking to them; through their classes. I am right now a teaching assistant for one professor for one of his larger classes and that has been an incredible experience." Judy also identified independent studies with that same professor as having helped her to become friendlier with faculty. "He was just been very helpful; he started giving me more direction and allowing me to take on challenging situations."

Judy shared a personal relationship with the dean of her college, who asked her to call him by his first name. "It is more of an equal footing," she shared. "That has been interesting and a good perspective."

As for other faculty members, Judy's relationships have not been as rewarding, although she did give credit to her academic advisor. "As far as academic stuff goes, my advisor has been helpful in pointing me in the right direction." There were many other professors whom she either did not talk with at all or talked with only when the topic was about class information. "There is a handful of professors that I have somewhat of a personal relationship with. I have actually talked to them about professional things, like what I want to do with my life, what I am doing in school, and that kind of stuff. They know what is going on in my life and I know what is going on in theirs, personally." Examples that she provided included knowing when their children were getting married as well as the faculty members knowing personal things like her mother's name.

Feeling more equal to her professors took some effort on Judy's part. "I met them early and took a lot of classes with them." The faculty with whom she chose to become friendly had a reputation for taking interest in their students. "I actually picked that professor because I had heard so many good things about him or her. I really have sought out professors that are much more accessible." There are professors who taught one or two of her classes during her college years and to whom she felt very close. On the other hand, there were instructors whom she did not befriend, even though she took several classes from them. She took five classes in a row with one professor yet did not believe he knew her first name.

Her organizational advisors did not prove to be of any real assistance to her development. "Most of my student organizations, unfortunately, did not have very good advisement. The

professors were not very proactive or were proactive and supportive but did not really know how to help." She did identify the student government as having a good advisor.

Judy's teaching assistant position was very helpful to her leadership development. She became "more organized, because it is one thing to sort of be in charge of a meeting with people who you really are on the same level with, except maybe you have a leadership role and they do not. And another thing, when there are 40 people waiting for you and you are the only one in charge. They are learning. And there are grades! So I think that made me more organized. I think it made me more mature this semester, which I am sure had ramifications for everything that I was doing. It also made me prioritize more. This semester, I have done a lot less with my leadership positions in my organizations because I felt that teaching was much more important to me. I decided to put a lot more effort into academic things in order to graduate and get good references and things like that." She believes that teaching "took away from things that I was doing as far as leadership stuff. So I became very prone to not going to meetings that I did not feel totally obligated to going to. And with many organizations I have been involved in for three years, I was just sort of burned out on doing the same things anyway."

When it came to finding organizations with which to become involved, Judy sought some out while others sought her out. "I have always felt like I needed to have, not so much like I needed to have leadership roles, but I have always either somehow found myself in them or wanted them in specific cases. I had things I wanted to do and I felt like a leadership role would allow me the ability to do those things easier." She has remained loyal to those that she chose to become involved with over the years, out of a sense of commitment. "I have really stuck by some organizations that have either been incredibly time-consuming and not worth the time they have consumed or have just been struggling, and other people have just walked away because it

has been such a tedious task." Judy felt like she "owed it to the organization" to remain active. Her involvement now, or lack thereof, could have a definite impact on the future of the groups. "I am not going to be here anymore, but it is really important to me that students who come after me have at least some of the same experiences I had, if not better. I hope that sooner or later some of the ideas that I started will come into effect and I think it will be really great for whoever is here to see it."

Judy's parents were very influential to her leadership development. They stressed activism through their own involvement. "My parents have always been staunch Democrats," she shared. "I have always been involved in volunteering in different kinds of causes since I was around 14." Some of the causes that she focused on included a local AIDS awareness coalition, a gay men's organization, women's planning, and a program preventing violence against women. "I am not really an avid feminist, though I would describe myself as a feminist. My cause is definitely violence against women. Just women's issues."

At the age of five, Judy's parents divorced. She grew up with her mother and grandmother, which affected her interest in women's issues. "I lived in the house with two women of two different generations and I just have always been sort of interested in how women in our culture and a lot of cultures are treated. I have always been able to abide by the fact that women in some situations in this country are not treated equally. I certainly do believe that legally everyone should be treated equal in some sense by the law. And I have found that in a lot of circumstances, in our country, that is not the case." She took her comments one step further by talking about a violent physical relationship in which she was involved when she first came to college. "I think that is why I was always involved in Take Back the Night," an evening program focused on violence against women.

Judy's mother and grandmother taught her to be "proactive and to care about what is going on around me and not just what directly affects me." She later included her father in that thought. "He really gave me a feeling for justice and fairness. He showed me that certain things should be done and people should be treated in certain ways."

Speaking more about her parents' divorce, Judy believes that she learned self-reliance, independence, tenacity and tolerance from their downfall. She was young, yet she was able to discern that the alimony settlement her mother received was smaller than deserved and there was no child support to cover her and her two brothers. "The attitude toward divorce was that you were going to get married again, so her divorce settlement was very pathetic by today's values. Even her lawyer told her, 'You know, I am not really going to force the issue because I am assuming you are going to get re-married in a couple of years,' which she did not. She had to support us. She put herself through school, got a job, worked all the time. I guess my point is that she was just very independent, was really tenacious, and I definitely got those values from her."

Judy's perseverance was demonstrated as she "stuck by organizations that were struggling. I like to do work independently. I am very tolerant. I am not very tolerant of intolerance, but I am trying to work on that. So I do find that these do reflect back to how I deal with my leadership roles in the organizations that I am a part of." To give a more specific example, Judy cited her political involvement as well as her feminism and contributions to women's programming as strong indications of her commitment to causes that she finds important. In other student organization areas, she knows that she must "tolerate or at least listen to a lot of opinions about certain things that I find absolutely offensive." Her involvement with

women's programming has also caused her to remain open-minded, as the women are "a lot more extreme liberal than I am."

As for her peers, most of Judy's friends are not active. She believes that there is extreme apathy at the university, in general. "People just do not really care about a lot of things. It is just very strange. I am getting inducted into all these things and my friends are sitting at home or going to a movie. The university environment offers a great deal of opportunities for students to become involved. There is plenty of room to be active, there is plenty of money, and there are resources." She believes that people need to be proactive in finding things that relate well with their interests.

While Judy admits that she was an active student leader during college, she ends the interview deep in thought over her college leadership experiences. "There are a lot of things I wish I could have done better."

Julie Ripley

The importance of family values and their impact on young women are evident through the story of Julie Ripley. Julie strongly believes that her relationship with her parents and how they raised her contributed greatly to her success as a student leader in college. She gained and applied to her own life determination and intense work ethics from each. Observing her parents' perseverance and appreciating the traditional values that they instilled in her has made Julie passionate about the things she does. "While they are very hard working, they are a very loving family."

Julie credits her parents as goal-setters that taught her the essentials of follow-through on commitments for success. This philosophy remained evident through her collegiate efforts. While Julie's father did not attend college, she recalled how hard he worked throughout his

entire life; his labors were rewarded through the ownership of his own business. Her mother recently received a bachelor's degree from the same institution where Julie currently majors in Business Marketing. These achievements have served as a reminder to Julie that hard work does pay off. Like her parents, she considers herself to be someone who sets (and achieves) goals. "When I commit myself to something, then I need to do it to the best of my ability. That is how I was brought up. If you are going to take something on, do not half do it." She is a self-proclaimed perfectionist.

Growing up in a small, rural town, the expectation was that she would attend the local community college. Choosing a large four-year university was somewhat of a surprise to her parents yet they welcomed and encouraged her decision. Their support of her endeavors laid the foundation for her extra-curricular involvement. Her decision to become active within the university prompted a new level of pride from her parents that enhanced Julie's feelings of accomplishment. She has worked hard to keep them proud, something that she values deeply.

Following in her parents' footsteps, Julie has demonstrated her own set of work ethics through her involvement in four student organizations: a nationally recognized sorority for women; a nationally recognized alumni association student group; a college of business committee; and a nationally recognized leadership honor society. In addition to internal recognition by the members of her organizations, her efforts have also been rewarded through a $1000 scholarship; a marketing club Outstanding Member award; the Dean's List; and *Who's Who*.

Leadership comes in many shapes and sizes. In Julie's case, she has paid close attention to the way in which others perceive her. As an optimistic individual, Julie has taken great measures to personally succeed in college while also being aware of and concerned about others.

She has recognized how her leadership roles have influenced others. What she thinks and how she communicates her thoughts can have an impact on her peers, a perspective that she oftentimes uses to her advantage when others disagree with her.

Julie's determination is most evident when others do not see her point of view. She is not one to back down when her mind is set on something. She is very assertive when attempting to persuade individuals to see her side of a situation, sometimes becoming argumentative to prove her point. Julie is quick to "present what I see as important in the story and show them why those things are important. And if it does not work, then I usually drop it because I usually do not have the patience to continue." This lack of patience also accounts for the frustration she feels when things do not work out. "I do not back down easily unless I come to the realization that I was wrong about something."

Being able to control many different projects has kept Julie active on campus. Time-management has been a central focus in her ability to handle these activities. As someone who knows the importance of organizing her day, she has difficulty understanding why her peers do not follow in the same suit. She has always been able to juggle the demands of academics and extra-curriculars without sacrificing one for the other. She believes that time-management is essential to success and she has little tolerance for people who cannot organize their schedules. She also has little patience for excuses that others give when they have failed with a task. Admittedly, Julie becomes angered during these times or "when people tell me they are going to do something and they do not do it."

Julie realizes that being a leader means empowering others. She believes in delegation yet is not always comfortable releasing responsibility. Recognizing that the outcome of delegation affects her own reputation, Julie has learned over the years whom to give

responsibilities to and whom to avoid. "I have become more dependent on the people that I can rely on."

When thinking back upon her successes, Julie brings up her high school involvement. She was popular during those years and active with many student organizations. Julie is certain that she gained self-confidence through her high school participation and has applied this self-assurance to her college activities.

Julie took her small-town energy with her to college, choosing an institution that appeared huge compared with her high school campus. Emphasizing the size of the university, she wanted to make a large campus seem more personable, more family-like in nature. The way by which she would do so was through participation. She began to look around for clubs and groups that complemented her interests. She hoped to contribute to as well as receive from her organizational involvement. "I just want to know that I am making some kind of meaningful relationship with people or that I am gaining some kind of perspective about something."

The university responded to Julie's quest by offering her many areas in which she could take part. The ability to become easily involved with campus activities was a positive reinforcement to Julie that she could indeed become a part of something special. The university "has a lot of different organizations for any kind of interest that a student may have. You could get involved with just about anything."

Campus awareness, Julie addressed, is what helped her to become and remain active. She believes strongly in communication and emphasized its role in her decisions, both university-wide and organizationally. Being aware of what is happening around her is important. She cited university distribution lists, posters, and banners as having contributed to her awareness; however, word-of-mouth has had the strongest influence on her. With the exception

of her sorority (of which she sought assistance from the Panhellenic Council before making her decision to join), Julie has never searched for an organization with which to become involved. "I hear about something, it sounds interesting, and then I look into it."

Julie found additional ways to make her community more personal through peer interaction. Being a part of a sorority as well as her relationship with her boyfriend and best friend have contributed to her feelings of having a family while at college. Each has been supportive of her leadership efforts in a variety of ways: oral reinforcement, notes, and other personal means. Of equal importance, Julie has also recognized the impact of her own efforts on others. Her best friend "saw the things that I was involved in and how much fun I had doing it. Now, she is involved in tons of stuff!"

While people have always been influential to Julie, she does not attribute faculty, staff, and/or administration to her leadership achievements in college. She did, however, cite two professors as having impressed her when she went to speak to them during their office hours. They took the time to listen to and work with her. Her academic advisor and an organizational advisor have extended support to her, which also made a positive impression. "If they can believe in me, then I think I can accomplish just about anything."

Having others believe in her has always been a focal point in Julie's life. She believes that her strength to work hard has been a direct result of the pride that her parents clearly exhibit when it comes to each of her accomplishments. She feels as if they are now thinking that "we helped her become the person she is today" and that they raised someone who will succeed in life while allowing her to become her own person along the way.

Kelli Smith

Kelli Smith is a quiet Sociology and Interdisciplinary Studies double major who has been very involved with campus leadership and activities. She has participated in two African American student organizations and one that has a national affiliation with college branches. She was a member of a pre-law society, an outreach group, a sociology organization, a Native American group, and a member of a college student advisory council on which she served in an executive position. Additionally, Kelli is a very active volunteer at a social services office back home. Honors and recognitions that she received include a society for African Americans who have achieved a 3.0 or higher grade point average, a sociology society, Dean's List, and *Who's Who*.

Moral values have kept Kelli focused while in college in addition to religious values that she believes helped her to make the right decisions along the way. She feels as though each has had an impact on her personally as well as her respect for others. Kelli is an advocate of helping others, something that she found to be of strength to her own character.

Watching her parents in their roles as hard workers and providers has allowed Kelli to see first-hand how integrity and work ethics can pay off. Her father owns his own business and is very successful. Some of his values have rubbed off on her as she described herself to be a person with a good attitude who believes that everything will get done. "There is no need to stress," she explained, "when there is something to be done." Depending on the situation, Kelli identifies herself as an optimist; however, she will "give up when others do not live up to their end of the bargain." She does not deem it necessary to force people to do things, yet takes the failures of others personally if they are members of groups for which she is responsible.

Rather than becoming angry with others who do not follow through on their responsibilities, Kelli admittedly remains calm. "It will all work out" is another one of her personal positive reinforcements. To avoid having anyone think less of her when she has tasks to achieve, Kelli is quick to fulfill her obligations. She has learned to prioritize and does not sit around waiting for others to tell her what to do.

In her own leadership role, Kelli emphasizes communication. "It is important to let people know what is expected of them so that they can get the job done and get it done right." She works well with people and does not believe in brushing others off, especially when they do not understand their responsibilities. To help others, Kelli finds motivation to be necessary. Personal motivation was just as significant to her leadership style as the way that she motivated others. She uses humor to make people feel comfortable around her and smiles often to reinforce her genuine attitude. Being a part of the group as well as the person in charge is important in peer relationships. Kelli encourages democratic decisions so that everyone's thoughts are sought out and equally considered.

Personally, Kelli does well in school, focusing on academics. "I do not go out as much as I used to," she explained, "to help keep my QCA up." She enjoys the way she leads her life and holds herself accountable for every task that she undertakes. She is dependable, cooperative, on time for classes, and confidant, each of these being a direct result of her leadership involvement.

Kelli does not feel comfortable speaking with her professors and admits to being afraid of them. When asked how they have contributed to her development, she said, "I do not think they have helped me at all. The institution has not helped me at all, either." After more reflection, Kelli added, "Advisors in organizations, not academic advisors, have been helpful and

supportive, cheering me on in leadership roles." As for administration, "Departmental

secretaries do not care; they see students as a bother to them."

Kelli has had strong relationships with her peers. She is quick to seek out assistance from

female classmates whenever she has academic questions and they, in turn, look to her for help.

"Peers shape you into your roles," she shared. They have served as supporters of her efforts

while giving her an opportunity to be identified as a role model to others.

Being involved in one organization led Kelli to others; however, she does not feel equally

about each of the groups with which she was associated. "There are many organizations to get

involved with but they do not promote leadership and not everyone gets into all organizations."

She does not feel that there is unity among the student groups and suggested that some type of

networking system be instituted "to promote interorganizational relationships." She believes that

the university focuses on engineering and technical students, not on the development of

leadership among all students. "There is an incredible amount of apathy on this campus,"

something Kelli abhors.

Kelli's mother has been instrumental in her leadership development. Her mother was

active in softball and as a cheerleader when she was in college and has reinforced Kelli's

interests in participating in activities. She encourages all that Kelli takes on. Her mother is a

religious woman "who places God into everything she says and does" which has helped Kelli to

maintain a sense of spirituality that has been a constant presence during her college years. Her

boyfriend is also religious and has offered her additional spiritual support as well as

encouragement. "You are smart," he tells her. "You have a good mind and can do anything."

Kelli believes that while there are many organizations on campus for students to become

involved with, it is harder for African Americans to take on leadership roles within primarily

white groups. She feels strongly that she had to work harder to be recognized on campus and, in some cases, she avoided opportunities because she felt as though her color would have counted against her. Kelli related this type of feeling with the varsity cheering squad. "The cheerleaders are white and have always been white. Most of my friends did not even try out." She went on to add that some did not try out for fear of not being good enough and not because of their color.

"Be yourself!" is the greatest piece of advice that Kelli wanted other African American women student leaders to follow. "Pick organizations that will benefit you as well as you being able to benefit from them," advice that Kelli has taken personally to heart for many years. She is a strong advocate of giving back to an organization and not just taking advantage of being a member. "Women need to get involved!"

As for how the university should respond, "The university needs to become more involved with the leadership enhancement of students." She continued with a personal recommendation to the university for avoiding organization segregation. "Focus on networking opportunities within different races. This will prevent future feelings of discrimination as well allow others to get to know one another better."

Laura Snyder

As a very matter-of-fact, up-front individual, Laura Snyder is a vocal young woman. She is quick to say what she feels and becomes easily frustrated when others refrain from saying what is on their own minds. She associates her extroverted personality as a positive factor in her leadership style, having helped her become the woman she is today.

Laura is an accounting major who has served as a member of a national Greek sorority. This involvement led Laura to her current position as president of the university's governing body that oversees sororities. She has also served in a lead position on the student government

board as well as the accounting representative for an annual university fund appeal. Other areas of activity include an admissions volunteer organization and a member of a student leadership committee comprised of undergraduates working part-time for the university. In addition, Laura was a merit scholarship recipient and nominated for an outstanding student leader award during her junior year as well as *Who's Who*.

When reflecting upon her undergraduate leadership, Laura attributes who she is today with the personal development that has taken place during her years in college. She cites campus diversity as a very strong educator, giving Laura plenty of things to consider with regard to her own ways of thinking. She recognizes how far she has come in being able to understand and accept others. "I come from a small town and was not used to a lot of things that the school had to offer me as far as diversity." Laura believes that all people should consider where they came from and where they are headed. "I think that everyone should want to grow as a person. I value and respect differences."

Laura discovered within herself a level of honesty and truthfulness not only to how she approaches others but also to herself. Recognizing right from wrong has been a very motivating experience for her. "I guess at times I feel like there is a right thing to do and everyone knows it and there is no need to question it. Just do it." Laura claims that she never does something because of an obligation but because it is the right thing to do. "Most of my behavior is judging from what I believe in and what I want to do. It is very personal with me. If I want to get something done, I will get it done."

Laura sees herself as a type of role model for others, always aware that her actions can have an impact on her reputation as a leader no matter where she is or what she is doing. She was initially more concerned with what others thought of her, yet time has helped her to feel

more like herself. She spoke of her presidential position and how she felt like she was always representing the Greek system as a whole. As such, she never wanted any of the negative Greek stereotypes to be confirmed whenever she was out socially. "Sometimes you characterize that person and their position to that organization," a feeling that Laura eventually overcame.

Carrying this thought further, Laura explained that she led by example, hoping others would see how she handled herself and then learn that they, too, did not need to do things that others were doing just for the sake of fitting in. "For instance, we would be downtown and instead of chugging a beer or taking three shots, I would not do that, because I really do not want to do that anyway. But having people see me choose not to do that, I guess I was hoping that people would learn from it, that you do not have to do those sorts of things. You do not have to over-drink or binge drink. Instead of being an advocate for alcohol abuse and getting people to wear buttons saying 'Don't do this' or 'Don't binge drink,' I just did not do it myself and hoped that people saw me. One thing that has affected me a little bit is that you never know what/who is around you. You never know how it is going to come back on you or how you want it to come back on you."

Frustration set in with Laura when she was challenged indirectly by her peers, many of whom were aware of her Greek leadership position. At a social event, members of her own sorority as well as a male fraternity were engaged in things that were inappropriate (hazing). Laura was uncomfortable and could not believe that her own sorority sisters were behaving in such a manner and right in front of her. The final straw was when two fraternity brothers suggested buying two kegs. "We do not have to tell IFC" was their rationale. One of the brothers recognized Laura, grabbed the other brother and said something to him about her and then turned and looked right at her. Laura's response was, "I had no other choice but to turn him

in." She felt an obligation since people knew who she was and that if she did not turn them in, others would not respect her and her position. "I think I also did it because they knew that *I* knew and if I did not turn him in, they would think that I was responsible and that I did not fulfill my duties like I was supposed to."

It took some soul searching on her part, but when Laura chose to turn the fraternity in, she did so anonymously. "My sisters found out that someone turned the fraternity in and they were totally confused. They did not know this was going on. They just thought it was funny. They did not notice it as hazing. Their ignorance of the situation added to the problem. They overlooked what was really happening because they did not understand what was going on." These same sisters supported the fraternity during the hearing, upset at the sister who turned the men in (never knowing that it was Laura). "This made me feel like I had to make an ethical decision on my part. I still think I did the right thing."

During this incident, Laura sought guidance from the Greek Affairs faculty advisor. Laura admitted to having a great relationship with this individual, someone who had inspired her in many ways during her student years. "She is so excited about life," is how Laura defined her. This person's effervescence helped Laura to feel positive about all that she was doing and to lead by example (something that Laura emulates).

The second supportive individual to whom Laura looked to for guidance was a male faculty member who was very involved with the university. Laura admired all that he had done over the years. She respected and appreciated him and his numerous accomplishments. "He has definitely influenced me because I realize that you can take so many different paths in your life and that it is ok if you make a mistake in the beginning. You can just change." This faculty member had increased her enthusiasm to graduate from college and get a job where she could

use her leadership skills. He reminded her frequently that leadership skills would make her more marketable than her grades alone. This helped Laura to feel better about her leadership strengths and not focus as much on her academic weaknesses.

Laura readily admits that her leadership strengths are greater than her academic strengths; she is uncomfortable in a classroom. "If I do not understand something, I will not ask or even get involved." She finds more ease in asking her classmates for assistance than in going to her professors. Her Greek position provided her with a seat on a university committee for student relations, where she felt at ease whenever she would speak. Unlike her classroom experiences, "I am a completely different person," Laura explained. "I feel like I am more knowledgeable. I sit up. I address issues."

Summing up her experience as an undergraduate woman leader, Laura believes that she had a wonderful opportunity to contribute as well as learn. The resources that were available to her to ensure involvement were abundant. "Here," she shared, "you can be you. But you learn that you need to be you all of the time and that goes back to being the same person you want to be in all aspects of your life. You just need to be yourself and proud of yourself all the time."

Lisa O'Shea

Communication could easily be Lisa O'Shea's middle name. Not only did she choose it for her undergraduate major, but she also incorporated it into a significant part of her student leadership. Lisa believed that she had had many opportunities with which to become involved on campus. The organizations that she eventually chose to become active with included the university's television station where she served as general manager, a professional journalism society of which she was president, a teaching assistantship for a television production class, and *Who's Who*.

The story of Lisa begins with her desire to be a communications major without knowing exactly what she wanted to do with either the degree or the school at which she wanted to study it. Having a sister who not only studied communications but also who studied it at this institution gave her an inside look. Wanting to be taken seriously, she approached a local television station for an internship that she successfully landed. One of the more famous personalities of the affiliate recommended that she become involved with the university's station for additional experience. She took his advice, became active, and soon began taking on numerous responsibilities, many of which were not originally hers to tackle. "I guess what set me aside is that I would do more," she shared. "I would go to the office and I would start cleaning up the office, looking through papers saying we need to do this or that, really going in and looking at what needed to get done. For the organization, not just the news."

Lisa's hard work was noticed by others, especially the general manager who confronted her one day saying that he no longer wished to be in charge. He asked if she would take over as the interim general manager, which she agreed to do. After filling this slot, she decided to run for the position and won. "But the station was not in a lovely state when I got in," she confessed. "The general manager before me did not want to be general manager so he really did not push the staff to do any of the marketing." Lisa went on to say that advertising had fallen to an all-time low and that the station, along with the other student media organizations, had recently become incorporated.

Taking the business approach to the station meant that Lisa was no longer able to work directly with the journalism side. She found herself going to many meetings, working with areas that she liked (yet really did not wish to devote so much time to), and missing out on the things

that prompted her to become involved with the station to begin with. So, she left the position after only one term, eager to return to her original interests.

Returning to journalism afforded Lisa the opportunity to become active with the student society. She started as public relations chair and ended up as president. The primary reason for her taking on the highest level position was because she was concerned with the lack of involvement of other members. "They had 30 members but no one ever showed up. And so I ran for president, got it, and then the next year we did a lot more advertising and a lot more fundraising." Other areas that Lisa focused on included community service. "I started a literacy campaign which is now an annual event. They'd never had annual events and now we work with the local elementary school where we teach kindergartners about media." As for the membership, "We went from four returning members to 34, so I felt like I had put up a foundation for that, too."

Lisa admitted that she enjoys being in charge and has taken the time to learn about areas for which she was responsible. "I would watch people who knew what they were doing." She became active in everything and did whatever it took to become an authority. With the television station, Lisa identified her assertiveness as a key contributor to her success. "I sat the general manager down and was like, I want you to teach me." She used that same approach with the station manager, "who was a really gruff person, and I just kept on him telling him that I wanted to know everything." At first, he seemed bothered by her eagerness; however, her tenacity eventually created a friendship as well as trust. She would ask for his help and then emphasized doing things together. "He did not want to deal with people because they did it all wrong so he let me just do it for him."

When asked why she pushed so hard with the station manager, Lisa said, "I just wanted to earn his respect." By taking on responsibilities that were important to him, even if the tasks were insignificant in the eyes of most, Lisa proved her abilities to him. "If you show somebody that you care about their job, they are going to be even more receptive to you. I just feel like people are like 'That is not in my job description,' especially with volunteer student organizations. And you cannot be like that."

Lisa admitted to caring more about the success of the television station than about her own personal interests. She reflected back on what it would have been like if no one had ever taken the time to do little things. "If somebody had not started it, it would not be here today." Lisa's hope is that the station will continue being a success and feels responsible for its improvement along the way.

Through her involvement, Lisa became a good friend of the station's faculty advisor. She looked at him as "a resource that can improve our organization" when others questioned how much involvement an advisor should have with a student-run group. "He was not a bossy man," she continued. "He let us make our own decisions. And he was waiting for someone to ask for his help because he did not want to seem intrusive." Outside of the station, her advisor was quick to offer a personal recommendation if she was in need as well as possible job opportunities with which he was familiar. She has gone to him for personal advice as well as for academic support.

Another faculty member whom Lisa recognized to be of help to her was the advisor to her journalism society. "I really feel like he cares about students," she said, after explaining that he was supposed to be a temporary advisor following the departure of the group's original one, yet remained for the entire year. "I would stop by his office and he would always welcome me

in to talk to him. If I walk by his office now, I just sit down and tell him how things are going.

And he is very interested. He is just very helpful and he likes to know about things and that is

very important."

Working for the university's event planning office, Lisa found herself going to the other

members of the staff with whom she works for their advice. Her sister had worked in this office

when she was a student so Lisa had heard very nice things about the people and had hoped to

work there as well. Lisa considered the event planning staff to be a second family to her. "I

have all these little families around campus."

The feeling of family is important to Lisa, as she had moved around several times as a

child. "I lived in Spain and the Philippines as a government brat," she explained. "And your

family is all that you have at first. My sisters would be my best friends even though they are five

and six years older than me. We always stuck together."

While younger, Lisa was always protective of her sisters. One of her sisters was

overweight and had won a pageant. Another jealous contestant had said ugly things that had

upset her sister. Lisa confronted that girl just as she did a boy who had made a comment about

her other sister. "And when my sisters were not feeling good, I would take them out to lunch

and all I had was my money for the month."

Lisa emphasized how much she believed in family ties and the act of sticking together,

even in student organizations. "You are kind of like that. You are kind of a family. And if

someone falls down, you pick up the ball for that person and you help them through their time."

She referenced the television station and how she never wanted anyone to think that she was

letting it or the people who worked for it down. "And if they needed someone to catch the ball

for them, I would." She has found herself just as protective of the station and the events

planning staff as she had been of her sisters. "I am also like that with my roommates," she added. "They call me the mother of the house."

Lisa credits her residence hall experiences with her college friendships. "A lot of my friends whom I am still in touch with are from my freshman year, in the dorm rooms. We would always be over in each other's rooms or going out together, making sure we always left together, always doing the designated mother thing. If any of us went out, one of us would be the designated mother and would make sure that every one of us was ok. And I think that is important. You have got to watch out for people. Because I want somebody to watch over me and if I do not do it for somebody else, why should I expect them to do it for me?"

Lisa believes that her family has been her strength in many ways. She feels close to each of her sisters and her parents, crediting them for her own personal development. "Like Colin Powell said, 'There needs to be shame.' Whenever I did anything wrong, even if I did not tell them, I usually ended up telling them because I felt terrible because they had put so much trust in me."

Raised Catholic, Lisa has found herself questioning her faith yet remaining strong in her morals. She has turned to one of her sisters for guidance in this area, as her sister no longer claims to be Catholic, but Christian. Her other sister has been influential in her academic pursuit, but not spirituality. "And I think I really need them both in my life because they balance me out."

Family issues and debates were common as Lisa grew up. She took her ability to challenge others with her to college. Working as an intern for the local affiliate station, Lisa was able to learn first-hand and ultimately question what she had been told about reporters not having any conscious. She shared a story about a man dying in police custody while she was working

the assignment desk. A woman called wanting to know the name of the man. Since the story had just aired and since she was just about to leave, Lisa told the woman his name without giving it a second thought. The woman started to cry and told her that the man was her child's father. Lisa took the time to read the entire press release to the woman and "was crying with her at the end. Just because it was so emotional for me. I have never had to tell anybody that your baby's father is dead."

Lisa left her internship after that, recognizing that she could not be emotionless with such a position. It was not the first of such emotional strains in that environment; the first having been when the station sent her to a murder scene where she walked away traumatized. "I do not want to be desensitized. I want things like this to be sad for me. Not like, yes this is a story, let's go get it. I want it to be, wow, somebody just died and that is awful, not that it is my job."

Feelings are important to Lisa. "I know how bad it hurts when someone is mean or rude to you. When I was younger, I was in a horrible accident. And I knocked out a few of my front teeth. And I had to go through five or six surgeries getting implants. And for a while, I had those dentures that came out and people would make fun of me, and it hurt me so much that I never thought I was pretty. I was not outgoing anymore and before it all happened, I was very outgoing. I felt so low in self-worth."

Eventually, Lisa realized that letting others control her way of thinking was not healthy. "I was letting too many people weigh on my mind what they thought. And I realized that if they do not like me, then they do not like me. I cannot make them like me so I am not going to hang around with them anymore and try to make them like me. I want to like myself." With this attitude, Lisa was able to identify who her true friends were (and still are) and who were not worth her time and attention. "I really learned how cruel people can be and how it hurts."

Sensitivity is something that Lisa tries to include in her leadership style. "I see what I have done to other people and I see what other people have done to me and I think that it makes me more sensitive to what I say." She pays close attention to what others are saying, quick to interject if someone makes a joke that could be taken in an inappropriate context. "Sometimes you can just tell that you are hurting someone's feelings. And some people just keep at it and keep at it." When people keep going at it, Lisa becomes the defender of the victim to protect that individual.

When it comes to herself, Lisa likes others to be proud of the work she has done. "Especially my parents," she shared, "because I really respect them. I think I am one of the luckiest people with families because I really have a great one!" As she grows older, she wants her family to see that she is successful in her ventures. "All this hard work that they spent on me was not in vain because I am going to show them that I can do it." Lisa wants her family to take credit for the woman whom she has become. "And I want them to always be proud of what they did because they had to sacrifice so much for me and I want to do this for them. As well as myself. I am not just doing this for them but for me, too."

Motivation has kept Lisa focused. "I think that it is the main drive in life. I think that everyone wants self-worth and I think for me, self-worth is being motivated to do things and to get out there and do your best. That is why, when I do not think that I can put my best foot forward, I will not take a position. Because I feel that if I am not going to put all into it and I am going to do it half-way, then they would be better off with someone else who would." She is firm with commitment. "Just completing stuff. I do not feel as good if I leave work with something not finished. I set goals for my day and if I meet those goals, I feel really good about myself. And it is the motivation that gets me through."

Setting goals as a student leader has helped Lisa to succeed. "I think that if you put a goal out for everybody to see, they know where you are going and they can go with you. If I am not clear on my goal, how are they going to know what I want them to do?"

Lisa believes that communication is essential for goal setting and goal achievement. "People need direction in life. And if you give them direction, they will come to you again. And that is what I think leadership is all about." She is fine with delegation, primarily because "I do not want to do it all. I want to have a life. I feel like everybody can do something and it can all be done in different ways."

When people fail in their responsibilities, they lose Lisa's trust. "And I let them know that. And I do not delegate to them as often as they want me to afterwards." If there is a legitimate reason, she works with them. If not, "I am not going to trust them with the ball again until they earn back my trust. If you want something to run smoothly, you have got to trust that other people are going to do their job or everything is going to fall apart. You have to believe people."

"A leader is not a controlling person. I do not put a leader above anyone else. It is just somebody that gives direction. And you need everybody there at the finish line."

Lynn Johannsen

When it comes to traditionally male leadership positions, Lynn Johannsen is a strong-minded young woman who has succeeded in each. Studying Crop and Soil Environmental Sciences, her primary campus leadership roles have been within two clubs in her major, where she served as an executive officer. She also participated in a career fair, *Who's Who*, and in a senior program facilitated by the university's Development Office. She has received three soil and sciences scholarships; made the university's Dean's List for six out of seven semesters; and

received the highest achievement award offered to young women in a nationally recognized student organization.

With many areas to consider, Lynn specifically attributes her religious upbringing to her success as a student leader. As someone who has been active with her hometown church, Lynn relates her campus involvement to church participation. "In an organization, like with the church, I want the members to feel like they are part of a group, a positive group." She is comfortable leading others and enjoys being around people.

Feeling good about one's participation in a group is important to Lynn. She has worked hard to ensure that her peers are not only happy, but that they are appreciated as well. She has served as both member and leader and is confident with her ability to recognize others. Lynn knows what it is like to be the outsider in an organization. Through her leadership positions, she makes sure that others do not have to experience the feeling of being left out. She is quick to notice a person who may be by him/herself and makes personal efforts to help that person feel included. "I have been the loner in situations before and I know how it feels." She makes friends easily and believes that her awareness of others has contributed to the many relationships that she has acquired over time.

When talking about the perception of others, Lynn is conscientious of how others view her, especially in her leadership roles. "As a leader, if I cannot abide by my own rules that I am asking others to abide by, then what kind of role model am I?" She believes that it is important for people to see leaders as they, themselves, would like to be or would like to follow. She is oftentimes early for class, meetings, and other obligations. "You have got to do things that make you look good and if that means showing up 15 minutes before an interview or a meeting, that is

what you have to do. That is what makes you look good and that is what makes your organization look good."

What about looks? Lynn believes that physical appearance does factor into the way others perceive the leadership of individuals. Lynn addressed the issue of attractiveness in leadership roles and its significance, although she was quick to add that it is "not necessary to look good to be a good leader." Other qualities can offset a person's outer shell, although Lynn does believe that looking nice is helpful to an individual in a leadership position. "In a leadership role, if you are attractive, you are going to get people's attention. Second, you are going to hold people's attention and people have less of a problem concentrating on and taking orders from a person that they can look at and focus on." On the other hand, she believes that attractiveness can serve as a detriment. People "can sometimes take you for granted and that probably leads to sexual harassment and problems like that."

Lynn is happy with how she looks yet she does not let her outward self-perception conflict with how she inwardly feels about herself. She emphasizes that the true recognition of a leader is in the way that she performs. As a woman leader in a traditionally male leadership position, Lynn is very comfortable with who she is. She does not feel as though her gender has played a significant role (positive or negative) in the job that she has been doing or the respect that she is shown by her peers. In essence, she sees herself as a positive reflection for women as both a role model and an individual with high self-esteem. How she demonstrates her leadership abilities is what matters most.

Lynn expanded upon her feelings of leadership where sexuality was concerned. "It is important for me to be comfortable with myself as a woman and my sexuality in order go be a good leader." She addressed a campus awareness program sponsored by a

homosexual/lesbian/transgender student organization to reinforce diversity within the university community. She went on to explain how individuals within her own organization were upset by the decision to make March 3rd a day for homosexuals and lesbians to come out, and the symbolism being used to identify supporters. Wearing jeans on that particular day was declared as showing support for this movement. Unlike her peers, Lynn was not offended by the symbolism nor did she allow others' views to affect her. Lynn explained that while she was not a lesbian, she still wore jeans on that day because it was what she would have worn normally. "It is not affecting you unless you let it affect you. It is okay to be different and okay to be an individual." She believes that the statement she made by wearing jeans despite being labeled a lesbian was a positive reinforcement to others of the importance of individuality.

Lynn believes that her leadership style has been positively affected by how she sees herself. She is organized, hard working, demanding, and yet accepting of others. She uses her management approach to guide her organization's members, holding them accountable for their responsibilities. "If somebody does not do something right, I expect them to do it again." Lynn does not just delegate these responsibilities but communicates with her members to make sure that things are properly being taken care of. She knows that she, too, is being held accountable and expects nothing less of her members than success.

Although she describes herself as demanding, Lynn recognizes that people have more than one interest or organization in which they are involved. The personal lives of her members are important; she recognizes each person's individual situation. "If someone has a problem or says, 'I cannot get this done' or 'I do not know how to do this,' I understand that they have other responsibilities or that they have other commitments that do not allow them to finish that task." She is sympathetic and tries to be accommodating to different circumstances.

To Lynn, life is "a glass half-full" rather than "half-empty." She has a positive outlook on everything and tries to see the good in all that she does. Focusing on possible negative outcomes is not an option. Lynn believes that this way of thinking optimistically affects the end-result of everything she takes on. "Things are what you make of them."

As for other personal traits, Lynn expresses herself to be emotional at times and has cried when she wished she had not done so. Her preference is to let down her guard when in the company of family and friends or when she is alone. Her leadership and social settings are not the places where she has wanted this side of her to be revealed.

Lynn is a strong advocate of following through on everything that she agrees to do. She looks at the greater needs of her organizations and attempts to leave things better than before. She believes that being a leader means taking responsibility for one's own actions, while recognizing the influence that she has on others. "I like to get things done right because I know that all of my behaviors reflect on me personally. They reflect on all the activities that I coordinate, that I am in charge of, and that I am associated with."

Mairin Douglas

As a Chinese American woman, Mairin Douglas has found that her experience as a college student leader has differed in various ways as compared to her majority peers. While she has not necessarily felt as though she was a minority during this time, the number of Asians attending her higher education institution was much lower than she had anticipated before coming to school. This observation caused Mairin to take notice of ethnic leadership efforts during the early stage of her undergraduate years. "Asians are a lot more of a minority than where I am from," she admitted. "When I came here, it was kind of a shock." The small number of Asian leaders prompted Mairin to become involved. "I thought any way to get more Asian

people to come here and have a little more of a positive attitude about the racial atmosphere, I could help with that."

Mairin has held the positions of vice president of a Chinese American student organization on campus and secretary of an Asian American society. She also served as secretary of an agricultural, natural resources, and science organization for minorities. Other involvement outside of ethnic efforts included president and secretary of a pre-veterinary medicine club, scribe for a national honor fraternity, University Honors student organization, the student union concerts committee, a national residence hall society, and various other honor organizations. She was a finalist for the Woman of the Year award, Dean's list for numerous semesters, the recipient of several academic and leadership scholarships, *Who's Who*, and voted "Outstanding Member" of one of her student organizations.

Reflecting back upon her reasons for becoming involved, inclusive of wanting to provide for more of an Asian American presence on campus, Mairin stressed how important it was to work in the interest and for the betterment of others. She acknowledged her parents as the force behind her drive to contribute to the larger society. "I was brought up not just to think of myself, but to think of other people as well, and to try and help and try and contribute something. My parents knew, they tried to encourage me to do stuff for the community and to just not think of myself all of the time." She took this philosophy one step further by saying, "Everything that I have done or every organization that I have participated in, I have seen something that needed improvement or I thought could be improved. And I just feel the need to jump in and try and fix it. Well, not fix it, but at least try and improve it the way I think it should be. And I think I approached it with just trying to get other people involved with it, too, not just trying to do everything myself."

Asian Americans, Mairin believes, are very apathetic toward involvement, which contributed to her desire to "fix" the situation. She did not discuss in detail any examples of such apathy, but said, "I do not want to make a big deal out of the whole ethnic thing." Mairin did bring up the issue of diversity on campus saying that she was biased. "The school's initiative to have a Vice President of Multicultural Affairs is good, but sometimes I think they ignore some of the other minorities. We're kind of a minority that is overlooked because we are doing fine and do not make a lot of fuss about anything."

Mairin did not feel as though her gender was an issue with leadership. "None of the clubs that I am in or none of the leadership experiences that I have been in looked at me being a female because we are all just there for a reason. Gender really is not a factor."

Considering her background, Mairin identified herself as being very shy. College has helped her to become more outgoing through interaction with people. She emphasizes communication as a strong indicator of leadership, wanting to make sure that there is a balance when it comes to conflict. She perceives herself to be a frequent mediator, wanting people to talk through their concerns until resolution has been achieved. Motivation, she continued, has also played a key role in communication and leadership. Mairin uses her outgoing personality to motivate others, which, in turn, motivates her. "I think that people should come to an organization because they enjoy it and they enjoy what they do. And if they do not see people, especially the officers, enjoying it, then they really have no reason to do anything." She has no respect for people who "join clubs to just add something to their resume," adding that many college students "lack a lot of motivation that they would need to really function."

Mairin's style of leadership is peer-oriented. "I lead people just by being friends with them. I think too often leaders become control freaks who just want to take charge of

everything, and they want to lead everybody, but they do not take the time to get to know the people that they lead." She describes herself to be a perfectionist who is patient. "If someone has a problem, I am willing to take time to figure out what is wrong and if there is any way that we can compromise or settle a dispute of something. I guess that kind of plays into being a negotiator. I think that negotiating is important just because you are trying to make them happy while not compromising what you want."

Motivation has been exhibited to Mairin through the university's many opportunities for student involvement. "Just the number of people; a lot of people who are motivated to do things!" She attributed this to students within organizations of which she was a member and the faculty and advisors involved with student groups. "They have been very instrumental in a lot of things because they really know how to take charge when they need to and help out!"

Mairin feels as though the relationships she has developed over the years have been mutually beneficial; she has helped others with what they need and they have helped her with what she has needed. "They help me balance some things in my academic career. And that lessens the load that I have to carry in terms of what I have to worry about."

When asked if academic faculty had that same type of influence on her, as did organizational ones, she had to think a bit. "I have only seen them in an academic sort of way, so I do not think it has helped as much with my leadership or fostered that much with it. I really only go to office hours if I need help with something. Other than that, I do not feel close enough to them to actually go in and talk to them." She differentiated between faculty teaching larger classes versus smaller ones. "Last year, my classes were pretty large, like freshman and sophomore year first semester organic chemistry. It was about 500 people. So you cannot get to know the professors that well and they know anybody's name. This semester, I have noticed one

of my classes has maybe 30 or 40 people in the class and the professor actually is an advisor in

my department. And, he has gotten to know me a little better and I have gotten to know him

better. And we have the type of relationship where we talk about what goes on in the class."

There were no other instances that Mairin could recall where she had any similar interactions

with faculty members.

Mairin did not feel as though academics played a large role in her leadership but added,

"Only in terms of the way people perceive me. I guess if they can see that I can handle

leadership responsibilities and do well with my courses and my curriculum, they may see me as

more of a responsible person. And a person who is able to take on more."

The only story that Mairin could think to share was a recent mentoring relationship. It is

luck of the draw when it comes to whether or not a mentor and mentee will click. She had been

"having minimal success with mentoring up until this year because the people that I had gotten

were either totally independent and they just did not need my help or they needed help and I

offered but they never accepted it." This year, however, Mairin received a mentee who was very

excited, especially because they shared the same major. Mairin felt as though she was able to

make a difference with this student, resulting in a personal sense of accomplishment. "It is just

nice to have somebody receptive to what I need to talk to her about and who is willing to listen."

In summary, Mairin believes that leadership is about contributing to society and being a

positive force in the contributions of others. "The most important thing about being a leader is

making sure that the people that you are leading or that you are working with are in the best

possible situation that they can be."

Megan Caldwell

Family has always been important to Megan Caldwell. As an only child, Megan has remained very close with her parents and believes them to be most influential to her current status as a student leader. She observed them in various leadership roles, prompting her to become active. "From a young age, I saw them doing different things. Their involvement probably started me wanting to be involved in things." They have encouraged her to do whatever she has set her mind to accomplish.

Megan's view of leadership is different when applied to her parents as individuals. She notes that both are active within their workplace environments and serve as motivators to others. Interestingly, Megan emphasized her father's strong leadership as a result of his work with the holiday "angel tree," a program that provides gifts to children in the month of December. Although she had more to recognize with her mother's leadership, the word *leader* was not emphasized. "My mom, I do not know if it is so much leadership, but she does a lot of things just with students and helping them with problems. And she is a mentor, and she also helps homebound students that are ill and stuff."

Megan has demonstrated leadership through several campus activities. She has served her sorority as the vice president of chapter programming and the vice president of social standards as well as a member of a judicial roundtable for Greek women. She was a member of the student organization that provides recruiting support for the university's admissions 0ffice and a member of a national leadership society, serving as a scholarship subcommittee chairperson in addition to *Who's*. When asked about awards, recognitions or honors outside of her organizational membership, Megan stated that she did not have any.

Megan credits her organizational skills with her desire to succeed. "I try to be ahead of the game, but it does not always work." Being organized herself does not necessarily affect the way that she works with others. She thrives on stress and admits that it drives her to take on more responsibilities. "I like being stressed out. I do not like not having anything to do." In the same regard, Megan also tries to "take things in stride" and not let everything that she is involved with affect her. She "used to be the type of person that planned every minute" although now she is more relaxed. Megan believes that her ability to remain calm keeps others in that same mentality.

When asked about her view on leadership, Megan did not respond with a personal answer. Rather, she related leadership with the actions of others not by her own accomplishments. "It is something that stands out or something that they do that no one else is doing, because so many people just like to sit back and watch everyone else do the work. I like to see other people step up to the plate and do some work." Megan tells the stories of others to explain her personal achievements. Her friends and their situations were the focus of conversation.

A very active individual, Megan does not understand why others choose to remain passive with extra-curricular involvement. Their apathy obviously upsets her. She has observed her roommates and friends choosing not to do anything with organizations and rejects their way of thinking. "When you are an involved person, I do not want to say you look down upon people that are not involved but I do not think you always understand where they are coming from." She went on to include her sorority sisters. "I think it is important with peers that you see them doing different things than just in terms of the sorority."

Personal fulfillment is the reason for Megan's continued active involvement. During her first days at college, she found herself in a routine of going to class and then returning to her residence hall room. She felt as if she was "a number" on a large campus. She did not feel as if she was meeting enough people and it impelled her to look for other ways to do so. Growing up without brothers and sisters always prompted Megan to want to be around others. "Doing things with other people was always a big deal."

Megan cited the university's residence halls as the first place where she began to meet others and to learn about leadership opportunities. Through hall committees, the residence halls taught her how to make a large environment a much smaller community. Eventually, Megan joined a sorority where her need to be part of a group was fulfilled. She found the sorority to be her stepping stone into more campus participation. "Once I got involved, that is when I decided that I needed to get more involved than in just that. The sorority can just be a very social aspect if you wanted it to be, but I wanted to get a lot more out of it."

Megan finds communication to be the key to success in her leadership style. It is important that people have a clear picture of what she is doing before she takes any action. "I always like to make sure that everyone always understands everything. I like to lay everything out and tell people what is going on and make sure that they understand."

As a result of the closeness she shares with her parents, Megan believes in expressing herself and becomes frustrated when others keep their feelings to themselves. She appreciates feedback and enjoys having discussions with others to hear their thoughts before making any decisions that will have an affect on them.

As an outgoing individual, Megan describes herself as being approachable and sincere. She credits her easy-going nature with her fun personality. She does not, however, like to draw

attention to herself. "I get kind of embarrassed when people complement me. I guess I just do not want anybody to think that I am better than they are. Sometimes I try and shy away from the limelight that I get."

Megan has never questioned her decision to attend the university that she chose. She was able to make a large environment become small, suggesting that there were many opportunities to carve out a personal niche. This promoted and then supported her desire to become a student leader. She discovered that there were a large and diverse amount of organizations with which to become involved, stating that there was indeed something for everyone. Once again reflecting on the actions of others, Megan added, "I do not understand people that say they cannot get involved in anything because they cannot find anything to do."

Overall, Megan's student leader experiences were positive. She believes that they have prepared her for future leadership positions following graduation. "I think just being a leader throughout school has helped me to be at the point where I am today. Being involved in as many things as I have been involved in really helped me get to this point. It had a lot to do with me wanting to forge ahead with my life outside of college. I cannot imagine my life without being someone involved in something."

Norma Southworth

Norma Southworth is a 21-year-old Caucasian woman studying Human Nutrition and Foods and Exercise. How she chose this major is the direct result of the influence that her mother and grandmother had on her throughout her life. She credits several people for their guidance but truly it was the efforts of these two women who shaped the person whom she is today.

Family values have guided Norma throughout her life. From an early age, her parents taught her to respect others as well as herself. She is not quick to judge individuals and is open-minded, always willing to listen. She believes in getting to know people before categorizing them. She emphasized that she does not determine her friends based on the thoughts of others. Morally, she believes that everyone deserves a chance to be judged on his/her own merit. In the case of conflicting stories, Norma chooses to hear both sides and make up her own mind. She also admits to being stubborn with her own way of thinking but does not dismiss differing perspectives.

Norma was raised in a traditionally Catholic home. Being open and honest were two areas of ethics and morality for which her parents held her accountable. "I cannot lie," Norma shared. Regarding her parents, Norma added, "I remember, as a little girl, lying to them once. *Once* [italics added]. And then, I guess I always feel that I cannot get away with it. And I think the feelings that you have once you get caught in a lie are worse then telling the truth straightforward."

Norma defines herself as a caring person. Having spent the summer between her freshman and sophomore years at her grandparents' house, she learned a lesson about compassion. Her grandparents were not doing very well health-wise. Norma knew how much they loved living together in their home, and by spending that time with them, she allowed them to live there a little longer than expected. Just by being there with them, cooking, running errands, keeping them company, and taking them to church, she was able to extend their stay in a place where they shared fond memories together. This experience taught her that being tender, affectionate and honest with others was a necessity. In response, Norma is a sincere and caring individual. "When I ask someone how they are feeling, I really want to know how they are

feeling. Or when I say 'That's too bad,' I mean *that's too bad*; it is not just something that I say."

Norma has spent much time focusing on others. When asked about the way she feels about herself as an individual, she admitted to having low self-esteem issues growing up. At this time, however, Norma feels as though she has moved past her insecurities and has confidence. "When I see an opportunity that I would like to take - say I'd like to meet somebody – I am going to do it. I am going to go up and introduce myself and say hello."

Norma believes that she can be outgoing, even though it is not a normal characteristic. "It just takes a little more energy and enthusiasm." She refuses to "settle for anything less" than what she knows she is capable of accomplishing. She emphasizes perseverance as a personal attribute that has helped her to succeed as a leader throughout life.

"Honest" and "trustworthy" are two words that Norma uses to define herself. "If you can trust me with my grandparents …" she laughed (without completing the sentence). She also describes herself as loyal to friends and family alike. She recalls this past spring break when she chose to go away with her friends, a difficult decision because it made her choose between the two. It was the first time that Norma had ever gone away for spring break and she felt disloyal to her family for not going home to see them. She has tried to ease her conscience by inviting her mother to visit her at the college before she graduates. (At the time of the interview, no plans had been made.)

Did Norma look at the university as taking the place of *home*? As an undergraduate student from another state, going to college was a big deal for her. She realized that once she left home, she was truly on her own. She recognized that no longer was there going to be someone right there to do things for her. Independence and self-sufficiency soon became a part of her life.

She allowed the university to take the place of what she felt she was missing from home. She identified the size of the university as an opportunity for Norma to choose from a wide variety of activities, which made the campus appear smaller to her. Norma chose four campus activities with which to become involved: a peer group focused on wellness, the university's Honors Program, a national academic recognition organization, and *Who's Who*.

As for the university environment as a whole, Norma has been very pleased. She attributes her positive feelings to her college success. "It is easy to excel at a school that you love! And it is beautiful here, always clean. I like to be here, on the campus. I like to be in the library which is a very good facility."

Norma was active in high school and took advantage of all that it had to offer just as she believes she has done in college. She was involved with speech and debate as well as the peer education of eighth graders during her junior and senior years. She came to college with an interest in doing similar activities. She was disappointed that there was no speech and debate team with which to become involved but was happy with the peer educators program that she joined.

As for the faculty on campus who have helped her, Norma cited her advisors with the peer group as being helpful. She also was very complimentary of her professors. "I think one of the biggest things that has contributed to my being, well not even a leader, but a good student, is that professors are always willing to meet with you." She also found her academic advisors to be invaluable. "I have had some really great advisors. Amazing advisors!"

Norma's first academic advisor was inspirational to her success as a leader. "When I came here freshman year and I had the first meeting with him, he laid all the cards out on the table. He said, 'You need this GPA to even consider going to medical school and you need this

and this and this.' And I guess the fact that I listened to him and took the reins in my own hands and I did the things that he told me that I needed to have in order to be considered for medical school. That was very encouraging. But out of all his students who have wanted to go to medical school, he could honestly say that he would only want two students to be his personal physician and I was one of them." This compliment will remain with Norma for the rest of her life.

Peers have also been influential to Norma. She credits living with others in an apartment as having been an eye-opener. "You have to get used to the fact that people are different than you are. They come from different backgrounds and they are not necessarily going to be your best friend." This was difficult for Norma at first because she came from a high school where she was popular and had many friends. Knowing people without becoming/remaining close was a new concept to her. "I had to get used to the word *acquaintance*," she explained.

Norma credits her parents as being the most influential to her development. Her father has always encouraged her to go after all that she could get. He emphasized being well rounded. He stressed that she should "live my life for myself while I am young and never lose sight of my dreams!" Norma has observed her father in an employer role and admires the way that he treats his employees. "He is fair, gives good advice, and is the best boss that anybody could ever have." Norma's mother has also been a positive influence, showing Norma how to care and to be prepared. Her job as a nurse helped Norma to choose a healthcare-related career as well.

In addition to her parents, Norma's grandmother was influential. "After staying with her that summer, I really came to admire her. At her time, when she was my age, she was one of very few women who had gone to college. And she did not become a teacher or a nurse. She became an accountant, something very different from any other woman. Actually, she was the

first female member to graduate from the university she had attended. But she always had great advice too. She was the first one to say that academics come first. School comes first. And she was also a very big leader in her community," something that Norma is confident she too has become!

Bebhinn Bullock

As a math education major, Bebhinn has been an active member of the residential leadership area while in college. She served as the vice chair for one of the hall councils, public relations officer for the councils' federation, a member of a national residence hall organization (which named her Resident Advisor of the Month), and a resident advisor for a wellness hall. The resident advisor position included a standards committee and a programs committee for the community for which she was responsible. She was asked to sit on the selection committee for a university special purpose housing position and one for a resident advisor selection committee. In addition, she held the position of publicity executive officer for a dance group of which she is a member and the show group director for that same dance company, as well as the university's admissions recruiting student group. She will be graduating with honors, having made the Dean's List for five semesters.

During Bebhinn's freshman year, she received a scholarship from the College of Engineering, the original program into which she enrolled. She thought that engineering was what she wanted to study yet changed her mind. Her father, who is an engineer, gave Bebhinn the opportunity of spending time with him in his office. She soon discovered that the engineering field was not something she wished to pursue because "it was too much behind-the-desk." Over the summer, she had worked in a daycare "with two year olds. That is my dream job!" She always loved math and realized that if she combined the two, she would be very

happy. "I just finished student teaching," she explained, "and I totally knew after about a week into it that I had found my niche."

Bebhinn recalled her high school years and how she began assisting with and then eventually teaching dance classes. "I loved to teach," she shared emphatically. She then went on to say that her whole family is made up of teachers. "My mom has six sisters," she began. "Of the seven of them, five are teachers. All of my female cousins ahead of me are teaching in some area."

In response to how much influence they may have had on her, Bebhinn explained that they actually did not want her to go into teaching. "They all thought that I was too smart to teach." She questioned her aunt as to why *smart* teachers are not worth having. Her aunt informed Bebhinn that she had more potential and that she could do anything she wanted to do; Bebhinn wanted to teach.

It was not just her family that tried to dissuade Bebhinn from teaching. Her friends were also against the idea, wanting her to remain in engineering. They emphasized how easily she could go into an analytical field such as science or research. Teaching, they concurred, was not where she needed to direct her efforts. As someone who graduated from high school with a 4.0 GPA, and who took all honors and AP classes, Bebhinn was torn.

Bebhinn always looked at academics as being fun. "I just loved it!" she beamed. "I used to pull out an SAT math book and do the problems just for fun. It was something new and I really liked it." While academics did not come easy for her, she learned study habits early on, which helped when she came to college. This allowed her to become very involved because she knew how to juggle classes and organizations. "I knew how to pace myself," she shared. "My

time management skills were pretty finely tuned by the time I got here. They had to be, with my high school schedule."

As for her attitude, Bebhinn finds herself to be positive, upbeat, and happy. She attributes this to her parents and having a close family. They moved frequently when she was growing up which caused everyone to rely upon each other. Additionally, moving around prompted her to make friends quickly so she has learned how to feel comfortable around new people and adapt to new environments.

Encouraging others is how Bebhinn emphasized her leadership style. "I value support so I try to support others." She went on to say that her family and friends always supported her in each of her endeavors. "They would come and see me at shows, come and see me in my dance competitions, and when they could not, like extended family, they would write letters or give a call." These actions made Bebhinn feel cared about and she learned how to reciprocate. "Now I am the one jotting notes," she revealed.

Bebhinn enjoys taking care of others. Being a resident advisor has provided her with this opportunity. Her residents "could come to me at all hours. And they did!" She had an open-door policy with them, encouraging them to speak with her at any time about anything.

Reflecting back, Bebhinn recalls how her dance teachers used to put her in charge of the little kids. She would take them backstage at the recitals, make sure they knew where the center of the stage was located, and made sure they knew what to do. When she joined the dance group in college, she found herself taking on a similar role, feeling responsible for the other members. "I initiated the buddy system," she explained. "I had all the older girls take a younger girl as their buddy and when we had competitions, they would have little gifts or cards for them."

Feeling a part of the group as a whole is why Bebhinn felt compelled to make each member feel special and cared about.

Doing things to make people feel appreciated is second nature to Bebhinn. "I write everybody in the world a thank you note. Even if it is a little card I have made, and I think that is kind of a value that was instilled early on. We always had to write, my goodness, thank you notes for everything!"

Being grateful is something that her parents and her faith have instilled I her. Bebhinn relates her values and morals with her church involvement. "How I should act as a friend and how others should act," she thought aloud. "If I say something, I am going to do it. I have a very strong sense of what is right and what is wrong."

Bebhinn was raised Catholic and attended mass every Sunday. Even if she spent the night at a friend's house, her parents would pick her up on their way to church to ensure that she joined the family. "It was important to them that we go to church as a family and spend that hour in church together and then an hour at breakfast. And looking back, we're so glad we did it." She recalled how church and then breakfast allowed them the chance to reflect on many things. "We would talk about religion, sex, whatever comes up. We have always been encouraged to speak our minds and back it up and never been penalized for not having the same opinion as our parents. We have always been allowed to be very vocal, not rude or disrespectful, but to have our own opinions. Breakfast was the time to do that."

When asked if Bebhinn speaks openly now, she said that she definitely does, especially in her residential roles. She was a self-declared "pro-advisor," extremely fond of the advisor to her federation organization as well as other residential staff members. "I would go in there all the time and just say, 'Hi! How are you doing?' and the rest of the students on the executive board

could not understand it." Bebhinn explained that the advisor had initiated a new policy at the beginning of the semester where anything that the students on the board wanted to voluntarily do, he would have to sign off on since money was allotted to the organization through him. As a result of a previous program where an excessive amount of money had been spent, the advisor or a graduate assistant was now more involved with the spending. The students felt as though they were being controlled while Bebhinn's response was, "This is such a great thing for us! Do you realize what they're doing? They're saying that it is not our fault 'cause when something like this happens, it has been approved by them, so ultimately it takes a lot of blame off of us!"

Bebhinn realized that many of her peers did not agree with her way of thinking; however, they respected her ability to speak up and stand behind her own opinion. "I was not their favorite person in the world," she admitted, having been bothered by the thought that they did not view her as one of them. "I want people to like me. Not necessarily like me, but I really want to be involved with everyone." After careful consideration, Bebhinn added, "I do not like everyone and therefore I should not expect that everyone is going to like me."

As for support, Bebhinn identified one teaching faculty member to have been of influence to her, especially in leadership. "I deliberately took a professor over again," she recollected. "He was just very grandfatherly. He was so easy to understand and it made perfect sense the way he explained things. The way I think is the way that he thinks." She respected and admired this professor and had gone to him for personal and academic issues. "He sent all sorts of recommendations for me," she shared. "Like when I applied to be on the Board of Visitors as the undergrad rep." Bebhinn went on to say that this professor knew some of her friends, as he was a host family for several students.

Bebhinn gave strong credit to the director of the residence life program who called her *Bebhinn of Sunshine* (or R.*S.*). "He knew me," she explained. "He knew who I was and that I was psychological. And it is nice to have those relationships established and have those people as a sounding board. And it has also allowed me to do some things I never would have done, like be on a search committee."

Being in small engineering groups her freshman year allowed Bebhinn to make friends, some of which she has maintained relationships with all four years. One friend and she designed their class schedules together so that they could continue studying and working together throughout their entire undergraduate experience.

As for other university influences, Bebhinn found that opportunities were so numerous, easily enabling her to become involved. "I was not afraid to get involved," she shared. "I always felt that it was a very receptive environment." She continued to say that she felt like a part of the campus, a member of the student body, and that she felt at home. "If I wanted to get involved, I just did it. I never worried about who would say what." She noticed others doing things on campus which positively affected her own interests. "You see people doing things with each other like pick-up games of volleyball or soccer and people just walking around."

Bebhinn's parents and grandfather were the most influential people to her and her leadership success. They taught her right from wrong, helped her to learn from her mistakes, to apologize if she upset people, and generally, to be positive about all that she undertook. While she does not feel as though their support was necessary for all that she achieved, "it made it a lot easier knowing that I had their support. I felt more like I was doing the right thing." Doing it right is a motto that Bebhinn has carried with her into all that she does.

Regina Strayer

Miss Congeniality. That is how one would describe Regina Strayer. With an insightful and entertaining response to every question, Regina's leadership attributes radiated through three interview sessions. Had more time been available, more sessions would have been planned.

Regina's major is environmental science with a concentration in waste management. She is minoring in both chemistry and crop and soil environmental science, focusing the majority of her extra-curricular involvement in an academic-related student organization. Regina served as secretary in this organization during her freshman year, followed by president for the next two. Other areas of involvement include agriculture, environment, and ecocycle organizations, her "main tree hugger ones." As for honors, Regina has received numerous merit and private scholarships throughout college. She is a member of *Who's Who*, a national leadership honor society, a national academic organization, and a candidate for the outstanding senior in environmental science program. ("Note: they gave it to a girl with a 3.9 and no extra-curricular activities!") Her organization's chapter received a national award under Regina's leadership.

When asked about additional involvement, Regina could not recall the names of the other organizations of which she was a member. She readily admitted that the reason why she could not recall them was because she had never been active. "Some societies elect you and then you never hear from them again," is how she addressed this issue. Regina also taught aerobics her freshman year to the women on her residence hall floor, something she jokingly classified as "a real kick!"

Regina applied her leadership talents outside of the collegiate environment. Recently, she became a member of a church where she has been responsible for several of the

children's sermons. She applied her love for the environment to this group, focusing on the

Book of Genesis and the idea of the earth being a gift from God. "When you get a present, when

you get a gift, what do you do?" Regina shared a portion of her sermon by asking and then

responding as if she was in a classroom. "God gave us the earth and everything in it as a gift, so

the first thing we need to say is 'thank you.' And then you take good care of it by not littering

and not polluting."

When asked if she viewed most things from a gift perspective, her response was uplifting.

"Nature has always played a kind of gift role in my life," she began. "Smelling the roses as a

leader, a person who tends to occupy every minute of her time, I can tend to have a lot of

stressed-out days. And I will go outside and suddenly I will see a robin, the first robin of spring.

Or another bird will sing. Or I will see a flower blooming and for just a second I will go, 'Oh!

Life is good!' And that has always been a gift for me. Because all of a sudden, I get that one

moment of relaxation in my whole day."

Being relaxed is very important to Regina. "You need to have balance. If you notice that

someone participates in one activity, it tends to snowball from one activity to nine activities

because people will find out you are good and so they want you or you think, 'If I don't do it,

who will?'" She identified student leaders as needing the most relaxation and balance of health,

sleep, water, and vegetables, stating that relaxation is "an undervalued part, especially in the four

years of college."

Regina shared a thought from high school that remained with her over the years. "I can

sleep when I am dead," a saying from a good friend of hers back then. When putting this

thought into her own current involvement, Regina said, "This is the time of your life so you gotta

live every minute of it."

Regina's mother has had an extreme amount of influence on her over time. "You want to talk about a woman leader?!" she began. "Ummm!! Huge!! My mother is huge! My mother is incredible! I am so lucky!" She explained how her mother chose to be a stay-at-home mom because of her love for her children. Regina is the youngest of three, identifying her mother to be a "constant source of support, a source of ideas, a sounding board." They talk about everything, enjoying the same things, and sharing what her mother calls a stretchy brain. "You can be working on a problem from one side of your life and all of a sudden, like I said earlier, you will see a flower or a bird and all of a sudden another part of your life solves your problem."

When asked if she could see herself following in her mother's footsteps later in life, Regina said that she truly hoped so. She reflected on a television show she had seen the previous day on Michael Jordan's life. "Something was said about him being a role model for kids, second only to their parents. And that reassured me so much that kids still admire their parents because I admire mine so much." She went on to say again how similar she and her mother are and that she hoped to have her mother's wisdom when she was older. "That would be nice," she thought aloud. "That would be nice."

Regina claims that listening is another attribute that had been exemplified by her mother. As a speech and broadcast major, her mother interviewed many people and taught Regina that when speaking with others, be on the same level as the person with whom you are speaking. Her mother reinforced that whenever two people interact, understanding where each is coming from is critical. In leadership roles, Regina continued, this is key. She identified herself as a "good listener" who enjoys being there for her friends. "No matter what I am doing, I take the time to hear them out and to give my best advice."

In addition to listening and knowing the group members, Regina expressed a need for attitude and rhythm when working with others. "They're contagious! A smile is contagious. A good mood is very, very contagious! And if you are dealing with a group, you are going to get a lot more out of that group if you can start out from where they're starting out and build. Get excited and then get *them* [italics added] excited. Then it will build like gangbusters!"

Reflecting further on attitudes, Regina spoke of the significance of having an open mind, not being too quick to become angry, optimism, and self-confidence in what you are asking others to do. It is important to say no when you mean no because "if you say yes to everything, then you are not going to give 100%," something that she admitted to having learned that year.

"My fiancé," she shared, "is just as important, if not a far more important part of my life, as all of my leadership roles stuck together and combined. And if I am saying yes to absolutely every opportunity on campus, I will have less time for him. And I love being with him!" It was obvious that she adored her fiancé as she added, "If you want to talk about pure bliss, go on a date. This is happiness." Refocusing, she concluded, "Not only do I have less time for that, but I turn into a raving loon if I get too busy and that is not really too good for him because then *he* has to spend energy keeping *me* [italics added] from being a raving loon. And so he has taught me that you have to concentrate your efforts on the things you really, truly love and can make a difference in." She related this concept to her own decisions along the way to being very active in one organization and just a member of others.

Regina admitted that she adores children and that teaching at church has been a wonderful experience. She also spoke of her involvement with the local elementary schools she visited each spring to talk about environmental topics. "Watching an eight-year-old's face light

up because they suddenly know how water and soil and pollution all work together is

mmmmm….fantastic!"

When talking about her beliefs and values, she emphasized others. "My own self-serving

interpretation of being a student leader is being a full and active member of the community. Not

just taking all the information you can get but giving something back."

Service as well as assistance were two specific areas. "Everybody needs help," she explained.

"Emotional help. Physical help. Social help. Mental help. Washing your toes help. All kinds

of help! We all need it; we all depend on each other so much. What are you good for if you

cannot help someone?" She questioned whether or not this was a female perspective, having

read that women are more focused on social relationships than men are. She then commented on

her own relationship with her fiancé. "I definitely maintain our relationships (with others)," she

began. "Ned, bless his heart, benefits."

Carrying her thoughts into the topic of leadership, Regina proclaimed, "There are people

out there who have a lot of energy. I heard Maya Angelou say on the Oprah Winfrey

show…there is a woman leader, ummm…say there are people in the world with negative energy

and positive energy and you cannot allow the ones with negative energy, the ones who never

have anything good to say and never have any compliments to give, you cannot allow them to

drain you." She was referring to the need to give people a chance, even when they are not acting

as they should, to avoid negative energy within oneself. "Anger," she continued, "this is from

my mother…anger does not do you any good. Tolerance is something I believe in. Leaving a

person better than how you found them, is something I believe in. We all have an imperative to

serve, that you should not just do what you get paid for. We all have a right to smile and should

therefore try and make other people smile. That was something I thought of in high school.

Everybody should smile and get smiled at. I thought that was a really good system back then."

When asked how she had come to that conclusion, Regina spoke of those people who

oftentimes walk around with "scowls on their faces, probably because they're stressed out, sad,

had a bad day." To emphasize her point, she smiled wide. "If you show them a little tooth, you

will get a smile back!" She stressed that individuals are very affected by what they think and

what they see. "Just the physical action of their own face smiling makes them happier. In a tiny,

tiny way, but it counts."

As a student, Regina has found that opportunities are numerous on campus. "There are

so many niches," she began. "You will find a place where you fit in and excel. You can try a lot

of things but then there is going to be one you fall in love with. And whatever you fall in love

with, you go for it and all of a sudden…hey! You are a leader!" She reflected on her own

positions and how someone in the group asked if she would like to be secretary when they were

holding elections. She agreed and then ended up running for president the next two years.

Regina explained that before she opted to run for president, she asked the woman in the

vice presidential position whether or not she intended to run. The woman had no interest in the

presidency, which caused Regina to make her own decision do so. When asked if she would

have still run for the office had the woman said she *was* interested, Regina replied, "It was a

calculated decision. I was pretty dang sure that she was not going to say yes!" She felt as

though it was politically correct to see if the woman had an interest. She agreed that she would

have still run against her yet was certain the woman would remain as vice president. As a result,

they had a wonderful working relationship.

Regina further explained that the woman was not presidential material, as she did not have the enthusiasm to motivate a group. Motivation, she continued, is very significant to leadership. "If you have life and energy, people are attracted to that. People like to get behind a person who really believes in what they're doing. No matter how prepared and organized you are, if you do not have a little spark, you are not going to catch anybody on fire!"

Volunteering, Regina admitted, is something that more college students should become involved with. "College is the best time of your life for volunteering. Students have a preponderance of time on their hands. There is so much that needs to be done and not enough money around to pay people to do it. Volunteering, we have! It is important to get people to do the stuff that needs to be done."

As for university resources, Regina believes there is an abundance available. "A wealth of knowledge" is how she described them. She identified the professors, books, library, and computer labs. All "tools" to help a student succeed. The question of faculty as resources caused her to briefly lose her energetic mode. "There is a select number of faculty that are not already so over-committed that they actually have 30 seconds a week to spare for you," she said sarcastically. "Most of the faculty are so busy. They work more than 40 hours a week and then have clubs and research and projects. So faculty are resources if they have the time."

"Students," Regina regained her enthusiasm, "are the workhorses. Students are huge resources!" When asked how her peers have contributed to her leadership, she replied with a laugh, "They let me!"

Regina believes that being a leader means "getting the best out of people." She allows the members of her groups to share their ideas and feel as though they are contributing to the success of the organizations. "If you can probe all of the members of your group and get them

talking. Communication. *Communication* [italics added] is so huge -- also from my mother. If you can get them talking, then the good ideas start coming out and getting people to talk in a group situation…wow! That is a gift the students could give any leader!”

Regina prefers order in everything, something that may be associated with autism that her mother thought she had as a child. But she admitted that if everything were in order she would “go nuts!” Regina believes that even if things are not perfect, they’re still perfect. She immediately came up with the analogy of a flower in the woods. “A drop of dew has landed on one petal and the sun has burned a hole in that one petal, so here is a perfect flower, but it has a hole in it. But you are walking through the woods and you see this flower and it catches your eye and it delights you. That is the perfect flower. Regardless of whether or not it has a hole in it, that flower is perfect because it served a purpose. Hole or no hole, you thought, Ah! What a gorgeous flower!” She looks at people as being “beautiful flowers with a substantial amount of sunburned holes.” She related this thought to something her mother had said to her the previous weekend. “It is very important to bloom where you grow. If we’re thinking of people as flowers, if they’re given the right amount of love, support, and stimulation, everyone can bloom, be huge, be peonies!”

The thought of flowers and people made her once again recall her friend’s statement that he would sleep when he is dead. Regina did not relate this thought to hiking on a Saturday when she did not feel like being active but to “3:00 a.m. and I am deliriously tired and I am working for maybe one more percentage point on a paper and it is ridiculous, but I will push myself. If he can sleep when he is dead, I will sleep when *I* am dead!”

Regina focused on self-esteem and how others can have a negative affect on hers by something they have said. “These are little imperfections that we carry with us, not because we

let somebody put us down, but because we carry that put-down with us and it makes us sour." Self-esteem, she continued, provides the backbone for leadership and the confidence that goes with getting in front of a group of people to say, "I believe in myself so much that I believe I can lead you." Getting in front of the people is just the beginning. Proving what she can do for that group is what requires self-confidence. "Belief in yourself, trusting yourself, thinking you are hot stuff to a degree. I guess then it becomes egotism. But oh so much of it is needed in order to be a leader! If you do not believe in yourself, how can you expect anyone else to believe in you?"

Concerning competition, Regina admits that she is more assertive with males than with females. "When it comes to men, I am very shoulders back, let's hold our own. I am just as good as you buddy and probably better, so watch me and eat my dust!" With women, she is more sensitive to the relationship, afraid of being too confrontational and causing conflict. She believes her mother influenced her in this manner "because she is an exploder. As loving as she is, boy has she got some big guns!" Regina did not confront her mother as a child although "now I hold my own where my mother's concerned." She identifies herself as passive-aggressive with women and "flat-out competitive" with men.

Regina shared a story about a night when she and her fiancé went out to dinner. They saw two teenage women engaged in "rolling around and beating the crap out of each other." Her boyfriend did not see the incident as anything to get involved with but Regina was very upset by it and made him go break it up. (Somebody else jumped in before he reached them.) Regina was "so disturbed by that incident. He and I were on a date and half the date I am staring past his head, thinking about those girls. If I had seen boys, I would have been upset, but with girls, my whole world turned upside down." She went on to say that fighting is not an acceptable

means of conflict resolution, wondering whether men were more scarred afterwards or women. She asked if it would be "… the men who have beaten the snot out of each other and one of them has a broken nose or the woman who is going to leave the conversation having been told, 'You have fat ankles!'? You wonder how many times the rest of her life she is going to say, 'Well I cannot wear those shoes because I have fat ankles'."

Regina referenced being "fat" on several occasions. When asked if that word had any affect on her personally she replied, "It has been a huge part of my life. Huge! Just so you know, anybody who is not aware, I am a size ten in the top, and in the rear, I am a size 12." She remembered the first time she thought about her weight. "In third grade, when I was eight years old, I remember thinking, 'I am too heavy. I am heavier than all the other girls. I am too heavy'." Regina wondered how a child at such a young age could be so aware of her imperfections, leaving such an indelible mark in her mind.

Regina's confidence in public speaking and getting jobs done is extremely high, "but you make me go bathing suit shopping and self-esteem goes out the window! If, as a woman, there is going to be any one area where my self-esteem is vulnerable and where my ability to lead is vulnerable, it would be my appearance and the shape of my body."

When Regina was questioned about whether or not her bodily image kept her from doing anything that she would have liked to do, she referred to a story about her organization going hiking in the Cascades and pictures that were taken. On the organizational bulletin board the following week were a few pictures of her. "I just wanted to wretch! The physical gut response was to get those pictures off of the bulletin board, which would be detrimental to the club because it is good for people to see you go out. You hike to the Cascades, you do things. But because I was not comfortable with my appearance, I wanted them down."

Continuing with self-image, Regina addressed the night that she had arranged a forum on campus to bring Congressman Rick Doe to campus to speak with faculty members on the topic of a controversial power line. Before she left her apartment for the program, she became self-conscious that perhaps her skirt was too short. "I do not have the legs to carry this off" was the first thought that went through her head followed by, "I do not want people to think I do not know how to dress or in the worst case, that I am loose because my skirt is short." Because of the late time, she realized that she would have to wear it anyway, as she was responsible for the program and needed to leave.

At the end of the event, questions from the audience were requested. Regina was one of the last people to be selected to ask a question, although her hand had been raised for the entire question and answer session. The topic of the program that evening was about the power line yet no one had asked any questions about power usage. She thought of a "well-worded question" that emphasized how one way for the group to voice their concerns over needing or wanting the power line to be constructed was to take note of their own personal power consumption. She addressed the audience with her question. "Could someone please suggest ways we could all go home and save energy tonight?"

 After the forum, a professor came up to Regina and handed her his business card. "Young lady," he told her, "if you ever want to get your graduate degree in policy and planning, you come over here. We have a space for you." It gave Regina confidence in her knowledge and abilities.

Congressman Doe, however, made her feel small and insignificant. "He had, of course, seen me," she explained, "head to toe while asking my little question. And then he *scanned* me afterwards head to toe, shook my hand, and blew me off. *Shook my hand and blew me off* [Italics

added]! I was starting to ask him a question. I was two words out, and he turned and started

talking to another male student in a suit. My first reaction was he did not talk to me because he

does not think I am important because I am wearing a short skirt. First gut reaction, a 21-year-

old woman and this is my first gut reaction!" She went on to include, "I think that looks are

highly tied into females. I noticed that he talked to several males before I got up there. But what

I felt at the moment was that this guy blew me off because I am a chick in a skirt." Asked if she

waited to try to get his attention again or if she just walked away, Regina replied, "I turned tail

and ran!"

A positive experience immediately followed her negative one with the Congressman. As

she was leaving, several people in attendance told her how much they liked the forum and her

question and that the points she had made were very valid. "I was congratulated by this person

and that person the whole night but obviously the memory I took with me was Doe blowing me

off."

"Every woman I know has a problem with their body," Regina reflected. "Every woman

I know. And you wonder if that could affect me? That is the first thing I thought of, but that

interaction would not keep me from trying to speak with another congressperson, another person

of authority. I am pretty brassy. I have good self-confidence compared to most women out

there. You know, it may not stop me, but is it going to stop somebody else?"

Summing up her leadership perspective, Regina gave final credit to her parents. "The

reason I have self-confidence is because of my mom." Her father also played a significant role,

from a completely different perspective. "Whereas mom built me up, dad made me fight for it.

My father and I could debate until the sun goes down, comes back up again, and it is time for

lunch!" She went on to explain that her father tests missiles for a living "and the way he tests

them is to try and make them fail." He has used this type of thinking in the way that he raised his children, challenging Regina to confirm that she knew whatever it was that she was talking about. Combining her two parents, "Mom would never lie to you, but she would definitely let you know when you were great. And dad, dad was going to make you be the best you could be and I figure with that upbringing, I am pretty set. I am ready to go."

CHAPTER 5

FINDINGS

Seventeen case stories of undergraduate women's leadership development were analyzed for prominent indicators of influence that the women associated with their values, attitudes, behaviors, and personal attributes; environment; peer relationships; faculty, staff, and administration; and family and/or society. The results of these analyses are reported in this chapter. The chapter first illustrates the analysis process, and then reveals the findings structured according to the research questions that guided this study.

The case stories were compiled from the interview transcripts insuring that all substantive material from each interview was included in the final version (Freebody; 2003; Gray, 2003; Keeves & Sowden, 1997; Tesch, 1990) without encumbering each story with unnecessary detail and wordiness that sometimes were offered in the interviews and revealed in the transcripts (Keeves & Sowden, 1997; Lewis & Ritchie, 2003). The stories were then subjected to a series of connected processes in an effort to identify all information relevant to the study and to display it in a manner to enable a cross-case examination (Langenbach et al., 1994; Miles & Huberman, 1984). To this end, all transcripts were first examined (Freebody, 2003) and then coded (Bogden & Biklen, 1982; Miles & Huberman, 1984; Richards, 1997) by color to associate material with each research question.

A series of reports or researcher memos were compiled by the researcher through content analysis. Content analysis identified the individual and across-the-board themes that emerged from the interviews. This process included examining the women's stories and then categorizing their responses according to the research questions (Ezzy, 2002; Keeves & Sowden; Miles & Huberman, 1984; Spencer et al., 2003). A Leadership Analysis Report was compiled for each

case story in which the coded material by research question was listed (Miles & Huberman, 1984).

The next step in the analysis was to complete Leadership Theme Reports from the Leadership Analysis Reports in an effort to extract the ideas in full detail that each contributor associated with her leadership development (Miles & Huberman, 1984). A single report was completed next that compiled all Leadership Theme Reports into a single document called a Cross Case Analysis Leadership Report (Miles & Huberman, 1984). Finally, the Cross Case Analysis Leadership Report was subjected to a critical process to identify the central ideas, those that met a test of frequency and weight as interpreted by the researcher, that were associated with leadership development by all of the women (Miles & Huberman, 1984). The results shown in the Final Leadership Themes Report provided the structure for presenting the overall findings from the study. Findings are presented according to the research questions that guided the study and then are embedded in actual comments from the interviews. The presentation shows little influence reported by the participants to this study on their leadership development during their college years. Influences that the women brought with them to college were more significant to their leadership development than institutional factors.

While the quality and quantity of information shared by a large number of the contributors were surprisingly low and their reported associated influences to leadership development slight, the task of the analysis procedures used was to ascertain all supportable influences and to properly classify them according to the research questions. Those influences associated with personal introspection concerning values, attitudes, behaviors, and personal attributes were the only set of influences that yielded conceptual subcategories. All other sets of influences yielded at best one supportable subcategory.

Values, Attitudes, Behaviors, and Personal Attributes

Research question one posed this issue: What are the values, attitudes, behaviors, and personal attributes that undergraduate senior-level college women associate with the development of their leadership skills? Three conceptual subcategories were identified in the analyses performed that captured the essence of these influences. These subcategories were called investment of self, responsive interaction with others, and pre-college extra-curricular involvement.

Investment of Self

Investment of self means the active interest and commitment that the women gave to their leadership positions and organizations. It includes motivating other individuals and being personally motivated. Investment of self recognizes some of the women's belief that giving as much as possible to their responsibilities was necessary to their leadership development. These women also theorized that others regarded them as role models, which influenced many of the decisions that they made.

Several of the contributors strongly believed that their efforts were critical to the success of their organizations. The women worked selflessly with little or no expectation of recognition. They took their offices and responsibilities seriously; they did not wish to let anyone down. Examples of investment of self include commitment, motivation, and serving as a role model.

Commitment

Commitment appeared to be a value that the women highly embraced. "When I commit myself to something," shared one participant, "then I need to do it to the best of my ability. That is how I was brought up. If you are going to take something on, don't half do it."

As stated by another woman, "A lot of times when I take on a role or a commitment, that commitment gets 100% of me. I do not take it on if it does not mean something to me." Another woman summed up that leadership was "not just something you do on the weekends. It is a commitment for life."

Motivation

Motivation enabled the women to take responsibility for their organizations. They felt that the way they led their groups affected the involvement of their memberships. If a person in a position of leadership was not "willing to do everything and go beyond," then group members would become discontented and leave the organization.

"There is no point in having a group if people do not want to be there and the leaders do not make it exciting and informative for them to be there," expressed one participant. Motivating and keeping their groups involved was significant. "If you are not motivated to get the organization going, you are not going to get the members motivated to *keep* it going."

Serving as a Role Model

Serving as a role model to others was necessary to keep the attention and admiration of organizational members. Many of the contributors believed that individuals looked to them in a more responsible way. "… [I]n order to be a good role model, you need to carry yourself in a way that people will respect you."

The women felt that their own enthusiasm was necessary in groups. "… [P]eople should come to an organization because they enjoy it and they enjoy what they do. And if they do not see people, especially the officers, enjoying it, then they really have no reason to do anything." Another woman added that "As a leader, if I cannot abide by my own rules that I am asking others to abide by, then what kind of role model am I?"

It was evident that the women were concerned with how others viewed them, both within their leadership positions and in their everyday lives. The women realized that the decisions they made could have an impact on how other people perceived them. They were conscious of their behavior in public, the way that they acted in the classroom, and how their social lives affected the respect that others offered to them in their leadership roles.

The majority of women in this study worked incredibly hard for their organizations yet did not believe that they deserved credit for their efforts. These women did not consider their personal recognition to be important nor influential. They felt responsible for their groups and acted without concern for anyone who might take notice of what or how they were leading. This was especially true when they acted in the position of organizational president. "You get more recognition in the lower positions than you do as president," explained one contributor.

Each of the women told their leadership stories without consideration of reward for their time and efforts. "It does not matter if they give you credit for what you have done. It is just whether or not you are a role model for someone and a stable presence in their lives." The researcher concluded that the majority of women worked tirelessly because they felt that selflessness was what was required of them to be an effective leader. The term "investment of self" defined this example of altruism.

Responsive Interaction

Responsive interaction means communication with others. It represents the behavior of hearing what is being said and then an appropriate response. According to Wielkiewicz (2002), organizations that provide understanding of expectations and opportunities for feedback are usually very successful. Examples of responsive interaction include guidance and reward systems.

Guidance

Understanding the expectations of an organization was beneficial to its membership. Many of the women identified the need to explain all organizational goals and objectives so that everyone felt knowledgeable of what their roles were. They felt responsible for making sure that their organizations were as fully informed as possible.

"People need direction in life," explained one woman. "If you give them direction, they will come to you again. And that is what I think leadership is all about." There was a belief that people would work harder if they understood the anticipated outcome and how their involvement made the difference between success and failure. "… [I]t is important to let people know what is expected of them so that they can get the job done and get it done right," summed up another participant.

Reward Systems

A large number of contributors focused on rewarding organizational members for their involvement. From small gestures to larger ones, these women highlighted a need for appreciating and supporting one another, especially in large groups. Such assistance would make members feel good about themselves and what they had to offer the organization, especially during times of challenge. "I had all the older girls take a younger girl as their buddy," shared one of the women. "When we had competitions, they would have little gifts or cards for them."

Recognizing individuals for their hard work was also important. One participant emphasized how she had personally thanked a member at their induction ceremony by purchasing "a bookstore gift certificate and some flowers, just because she had done such an excellent job of trying to solve some of the problems that were going on." This token of

appreciation touched the woman for whom it was intended and made her feel valued; she did not expect any type of recognition for her efforts.

It was interesting to the researcher that none of the women sought personal recognition for their work yet many emphasized the need to recognize members within their organizations. Through a reward system, these women may have been substituting their own internal need for recognition by making sure that others felt appreciated. The majority of women in the study felt satisfaction and pride in knowing that others were appreciated for their work and that organizations had succeeded under their leadership. This acknowledgement of others may have provided these women with a personal sense of accomplishment and thus, their reward.

Pre-College Extra-Curricular Involvement

The third most common response to research question one involved pre-college extra-curricular involvement. Pre-college extra-curricular involvement represented all organizations and activities that the women were engaged in prior to coming to college. This involvement emphasized high school and religious participation.

High School Involvement

One of the most important discoveries of this study was the strong level of influence that high school involvement had on the leadership development of most of the women who were interviewed. Both academics and extra-curricular involvement seemed to prepare these women for higher education challenges that would face them. Difficult situations at the collegiate level were not as threatening for them to handle.

Pre-college leadership appeared to be the main reason why so many of the women chose to become involved when they came to college. Higher education provided an opportunity for each of the women to continue with their high school extra-curricular interests or to become

active in new areas. College involvement also defined the women's leadership abilities and allowed them to further explore their interests. The majority of women came to college with a learned sense of leadership. The university nurtured this leadership to another level but did not appear to originate it.

High school involvement in organizations and activities motivated many of the women to pursue collegiate activities. It not only served as a springboard for continued involvement in areas of interest, but high school participation also provided important training for future leadership opportunities. As one woman explained, "I organized different fundraisers, solicited support, and asked for donations from area businesses." In some of her college roles, she replicated those same actions. "I came to rely on myself," she shared. "That is what high school showed me."

Time management was another area that was positively affected by high school involvement. With all that one contributor had to juggle, she found it necessary to prioritize her time "in order to get the grades in high school and still do cross country and track three hundred and some odd days a year, and still have time to play basketball with my brothers."

Another woman shared how high school participation taught her to respect team members. "… [Y]ou can lose some of your really good people if you do not show that they're needed on the team or do not show that what they do or think is important." Once in college, she made sure to listen to her members and appreciate their talents for organizational retention purposes.

One other woman came to the conclusion in high school that "… [E]verybody should smile and get smiled at. I thought that was a really good system back then!" She took the

concept of smiling with her into the college arena where her peers soon felt comfortable with her abilities and then entrusted her into positions of leadership.

Religious Involvement

According to Lee (2002), pre-college religious involvement provides the framework for moral reasoning, values, and purpose for students as they enter into higher education. Religion and attending church prior to college were helpful to the leadership decisions that many of the women made. These women learned morals ethics, and purpose through their involvement that were influential to decisions that they faced in their collegiate environment. Religion reinforced family values.

While religious affiliation was directly related to family influence on leadership development, it was more specific to the values, attitudes, behaviors, and personal attributes that so many of the women revealed. Being together and enjoying each other through religion was a common response. As one woman shared, "My family is very church-oriented. You get up and go to Sunday school, church, and then home to have Sunday dinner together." Another woman identified a similar belief that it was important to "attend church as a family and spend that hour in church together and then an hour at breakfast. And looking back, we were so glad we did."

Attending church and participating in religious activities provided positive experiences that the women took pleasure in sharing. Whenever church and Sunday were mentioned by any of the women, there was always a reference to family members. This finding likely contributed to the feeling of closeness and having a home-away-from-home that these women observed and reported in the institutional environment findings of this study.

Institutional Environment

Research question two posed this issue: What environmental stimuli do undergraduate

senior-level college women associate with the development of their leadership skills? The

women were confronted daily with various environmental and campus effects that contributed to

their leadership development. Among these influences were residence halls, the University

Honors Program, the desire to make the university more of a home-away-from-home, and the

multitude of opportunities for involvement that were offered by the institution.

Residence Halls

Residence hall experiences were helpful to many of the women with their leadership

development. The opportunity to meet friends as early as their first year on campus was socially

influential. "A lot of my friends whom I am still in touch with are from my freshman year in the

dorm rooms," explained one participant. Another woman recognized the influence of her

freshman roommate to her interest in becoming involved and meeting other people. "She was

pretty outgoing so I would go with her to places."

The residence life structure also proved beneficial. There were opportunities for

leadership within the halls that prompted close and personal relationships to develop. As

expressed by one resident assistant in the study, it was important that her residents knew she was

available and "could come to me at all hours. And they did." A head resident assistant

expressed her satisfaction in working closely with "a small group of people in a very detailed or

very thorough way, rather than dealing with forty-two women every now and then."

University Honors Program

Astin (1984) suggested that involvement with honors programs was influential to the

development of self-confidence in and self-worth of students. The University Honors Program

had a positive affect on leadership development for some of the women. It served as a resource that provided support and guidance. Contributors were able to learn responsibility in both their academic and personal lives. As identified by one participant, "The Honors Program is really empowering for some students. It gave me a real sense that I had a control over my education."

Opportunities afforded through this program to participants in the Honors Program allowed them to work directly with other Honors students as well as faculty members. This proved to be helpful to the confidence of the women associated with the Honors Program. One contributor explained how she was entrusted to lead "reading groups in the Honors Program including freshman/faculty discussions." She was in awe of her ability to lead both her peers and respected faculty members. Summed up by another woman when thinking about her leadership development, "In my experience, critical for me was the Honors Program."

The University Honors Program was influential to the confidence level that the women in the program had gained in themselves and their abilities. These women carried their sense of self into the classroom as well as the activities in which they chose to engage themselves. The faculty made these women feel cared for and provided a type of family environment for the women.

Home-Away-from-Home

To make the campus seem more personal, several of the women focused on making the university campus become their home-away-from-home. Whether it was out of necessity due to where their family homes were geographically located or because these women wanted to feel a sense of comfort, making a large university seem small was important. "I always thought that when I moved away to college, I really moved away," explained one of the participants. "I come

from New York State, so when my parents left me here freshman year, I mean that was it. This became home."

Some of the women referenced their residences as "home" without giving any thought to what they were saying. These women had adapted to their environments and felt at home wherever they resided. "… [I]t was just go to class and come home, and that would be my day," was how one woman illustrated this finding. Another woman stated that she and her friends would "just come home, relax, and forget about everything and just be college students."

Opportunities for Involvement

According to Astin's (1984, 1993) student involvement theory, the more involved a student is during the college experience, the more that student will develop. Activities and opportunities provided by the university contribute significantly to development. Many participants in this study believed that opportunities for involvement were abundant at their university. Each woman's story shared a different perspective of leadership development, yet there was a common thread. The majority of women identified the large number of organizational choices available to them as the foundation for their leadership success.

One participant focused on the diversity of opportunities and how the university "… has a lot of different organizations for any kind of interest that a student may have. You could get involved with just about anything." As stated by another woman, "The environment itself is what caused me to get involved just because it is so big. And I just fit right in. The university itself offers tons of opportunities." Summed up best by a separate contributor, "You will find a place where you fit in and excel. You can try a lot of things but then there is going to be one you fall in love with. And whatever you fall in love with, you go for it and all of a sudden…hey! You are a leader!"

With numerous resources available to the women, trying their hand with different organizations made it easy to become active on campus. "The university environment offers a great deal of opportunities for students to become involved," explained one woman. "There is plenty of room to be active, there is plenty of money, and there are resources." Another participant further defined the university environment by saying that it "… has a lot of different organizations for any kind of interest that a student may have. And by all these different organizations being available, you could get involved with just about anything." Additionally, another woman shared that she "was not afraid to get involved. I always felt that it was a very receptive environment."

As identified by Astin's (1984, 1993) theory of student development, the institutional institutional environment greatly influences the leadership experience. "Academics argue that an institution's characteristics should have an influence on different aspects of student gains" (Toutkoushian & Smart, 2001, p. 40). The institutional environment appeared to have the strongest individual impact on many of the participants' leadership development as compared with all other influences reported. Numerous activities that were available to the women promoted involvement. Beginning with their residential environment, women were placed in halls that offered both socializing and programming opportunities. As a result, friendships developed and matured. Many of these friendships extended well beyond the freshman year. Some of the women continued to live with their freshman roommates for the entire period that they were in college.

Involvement came naturally to many of the women as a result of the quantity of programs to which they had access. Opportunities were abundant and this impressed most of the women. The more access that the women had to areas of extra-curricular participation, the more

most of them became involved. The more that these women became involved, the more

interaction that they had with their peers.

<div align="center">Peer Interpersonal Relationships</div>

Research question three posed this issue: What peer interpersonal relationships do

undergraduate senior-level college women associate with the development of their leadership

skills? Peer involvement is beneficial to student leadership development. "… [I]ndividual

measures of student-student interaction produce a positive pattern of partial correlations with

student outcomes" (Astin, 1993, p. 384). Higher education institutions promote interaction

between students, ultimately creating a campus peer culture (Astin, 1993; Renn & Arnold, 2003;

Whitt et al., 2003). While the initial thought for this study was that peers would have a strong

impact on the leadership development of the participants, only a small number of the women

cited peers as being important to their leadership development. Peer relationships as student-

student interaction included friendships; friendships were emphasized by several of the women

as being influential. "Some students throw themselves into student organizations, while others

prefer more solitary activities" (Renn & Arnold, 2003, p. 269).   Apathy among their peers

seemed to reinforce some of the women's own drive to be even more involved on campus.

<div align="center">*Friendships*</div>

Making good friends was important to peer relationships and to the leadership

development of a small number of women. "Most of them will go beyond college," one woman

reflected about her friendships, "and that is important to me. Because your friends from college

really know who you are."

Supportive friendships were also identified as influential to leadership development. "It

is nice to talk to someone else and know that they are having the same problems and it is not just

you." As stated by one participant regarding the necessary relationship between friendships and leadership, "I lead people just by being friends with them."

Peers were not as influential as was originally anticipated, although friendships were noted by some of the women. Through their relationships, encouragement and a connection with others were demonstrated. Sharing involvement experiences made them feel supported; however, there was a sense of apathy that penetrated the campus by many of their peers. Not all students share in the concept of active participation in student organizations (Renn & Arnold, 2003).

Apathy

Lack of interest among their peers made an impact on a few women. "There is an incredible amount of apathy on this campus," one woman noted. "Most of my friends did not even try out," shared another contributor whose friends did not pursue an activity that was of interest to her. "… [P]eople just do not really care about a lot of things," continued an additional participant. "It is just very strange. I am getting inducted into all these things and my friends are sitting at home or going to a movie."

Watching their friends choosing to be passive made some of the women reflect on their own levels of interest and involvement. "When you are an involved person, I do not want to say you look down upon people who are not involved, but I do not think you always understand where they are coming from." These women appeared to be more observant of others who chose not to become involved. "You could tell that some of them did not want to be there." From this observation, a few of the women were able to organize their leadership style around those students who did wish to be involved.

The absence of leadership by their peers frustrated several of the women. As leaders, they could not understand how their peers chose not to become involved. The lack of participation by their friends seemed to motivate these women in some instances to become stronger with their own interests. Friendships did not seem to suffer because of the differences of opinions between participating and not participating in college activities; however, there was an obvious degree of disrespect for those who chose to remain passive.

<center>Faculty, Staff, and Administration Relationships</center>

Research question four posed this issue: What relationships with faculty, staff, and administration do undergraduate senior-level college women associate with the development of their leadership skills? According to Astin (1993), interaction with faculty is very influential to student development, both within and outside of the classroom. College students perform at higher levels when they have faculty interface (Wolf-Wendel, 2000). Contrary to previous research findings, this research question revealed that faculty, staff, and administrative relationships had little effect on the leadership development of the majority of women who participated in this study.

Academic faculty members proved to be both inviting and intimidating. The professors who welcomed some of the women into personal relationships and encouraged them beyond the classroom left a positive impression in these women's minds. They enjoyed and appreciated the chance to share themselves with these faculty members. Conversely, some faculty members made several of the women feel self-conscious. These professors left negative impressions in these women's minds where they chose not to seek their professors out for anything other than academic reasons. Organizational advisors appeared to make the strongest impact.

Positive Influence of Organizational Advisors

In a study conducted by Wolf-Wendel (2000), women faculty and administrators were identified as influential models for women students. Several of the women in this study revealed a significant leadership influence from their relationships with organizational advisors. By watching how these faculty members provided a closer connection with students beyond the traditional organizational model, these women sensed a true concern for students. This care seemed to follow them into their own leadership styles, once again identifying how role models can benefit leadership development. Wolf-Wendel's (2000) study found that women students learned balance between parenting and professionalism by observing women faculty members in positions of authority.

"Advisors in organizations, not academic advisors, have been helpful and supportive, cheering me on in leadership roles," stated one of the participants. Another woman cited her advisor as being "such an influential part of the organization and that motivated me."

A further explanation of how an organizational advisor had influenced one woman focused on the personal attention the advisor gave to all organizational members. "Just by watching how she cared about all of the students. She always made time for everyone, even when we knew how busy she was. She would stay late or be with us on the weekends, even when she did not need to be there. She really cared about us and wanted the best for us."

There seemed to be a different level of involvement and commitment that organizational advisors exhibited that teaching faculty did not demonstrate. "They have been very instrumental in a lot of things because they really know how to take charge when they need to and help out!"

Positive Influences of Faculty, Staff, and Administration

According to Wolf-Wendel (2000), support and care from faculty and administrators is beneficial to student development. Several women in this study shared that positive relationships with faculty members were very influential and supportive to their leadership efforts. Academic advisors were very influential. "I have had some really great advisors," expressed one woman. "Amazing advisors!"

One woman referred to a professor who had strongly influenced her. He helped her to understand that choices in life were important and that she would learn from each decision that was made. "I realized that you can take so many different paths in your life and that it is ok if you make a mistake in the beginning. You can just change." Another woman recalled a professor who had made her feel valued. When she would stop by his office, "… [H]e would always welcome me in to talk to him. If I walk by his office now, I just sit down and tell him how things are going. And he is very interested. He is just very helpful and he likes to know about things and that is very important."

Feeling as though professors cared about them was important to some of the women. "I think one of the biggest things that has contributed to my being, well not even a leader, but a good student, is that professors are always willing to meet with you." One contributor reflected on a class she was in and how she "deliberately took the professor over again. He was just very grandfatherly. He was so easy to understand and it made perfect sense the way he explained things. The way I think is the way that he thinks." Another participant made the decision as to which major she would pursue based on a happen-chance conversation with a department head. "He stopped and listened, taking time out of his schedule. It makes you feel good to think that at a university this large, someone can care."

With the exception of the University Honors Program and one engineering staff member, few women shared any positive experiences that specifically related to staff and administration.

Negative Influences of Faculty, Staff, and Administration

Negative interaction with faculty members also took its toll on some of the women. "I ended up missing weeks and weeks of class and ended up in the hospital for five days or something," recalled one participant who began in the engineering program and then transferred out. "Then I went to my professors to ask them for help or extensions and they did not respond to me very well at all."

Several women did not believe that faculty members were available to/for them. "There is a select number of faculty that are not already so over-committed that they actually have 30 seconds a week to spare for you," one woman sarcastically noted.

Some participants did not feel welcomed by faculty members. "I really only go to office hours if I need help with something. Other than that, I do not feel close enough to them to actually go in and talk to them," identified one woman. Another contributor added, "Most of the faculty are so busy. They work more than 40 hours a week and then have clubs and research and projects. So faculty are resources if they have the time."

None of the women identified their professors to be poor teachers, but just individuals with whom most of them did not connect. Their professors appeared to be strictly academic and nothing beyond the classroom environment. Summed up by one participant, "I have had good professors and everything, but no one that I think I really connected with or had some big inspirational thing with."

University staff was not identified as being influential; however, one woman did emphasize her negative experiences when having to deal with secretaries. "Departmental secretaries do not care. They see students as a bother to them."

Family and/or Societal Influences

Research question five posed this issue: What family and/or societal influences do undergraduate senior-level college women associate with the development of their leadership skills? Findings are reported separately for family and society.

Influence of Family

The most influential condition of students' lives is their family (Renn & Arnold, 2003). Many of the participants frequently cited the support of parents and family as significant to their leadership development. "Especially my parents," one woman declared, "because I really respect them. I think I am one of the luckiest people with families because I really have a great one!" Another contributor recalled the direct impact her parents had on her as "they tried to encourage me to do stuff for the community and to just not think of myself all of the time." Additionally, one participant recognized that from a young age, she "saw them doing different things. Their involvement probably started me wanting to be involved in things."

Many of the women credited their mothers as the strongest influences in their leadership development. Mothers served as a "constant source of support, a source of ideas, and a sounding board." One woman declared that her mother was "the strongest person ever to walk the face of the planet," and that they "have been through a lot together." Another woman referenced how her mother's advice was essential to handling her current numerous leadership positions: "You need a balance and she would always mention that."

Making their families proud was another popular response shared by a large number of the participants. "I want them to always be proud of what they did because they had to sacrifice so much for me and I want to do this for them." From academics to organizational involvement, the majority of women did not wish to disappoint their families. As shared by one contributor, "I would try really hard to do well and get good grades because I knew it made him (her father) so proud."

Influence of Society

Society did not appear to have a serious impact on the women, although it was referenced by a small number of participants. "I was brought up not just to think of myself," explained one woman, "but to think of other people as well, and to try and help and try and contribute something." As stated by another woman, "The most important thing about being a leader is making sure that the people that you are leading or that you are working with are in the best possible situation that they can be."

Summary of Findings

The data from this chapter revealed the numerous influences that affect undergraduate women's leadership development. Values, attitudes, behaviors, and personal attributes were best represented through investment of self and responsive interaction. Investment of self included commitment, motivation, and serving as a role model for others. Responsive interaction included personal guidance and reward systems. Pre-college involvement had the largest affect on leadership development in the areas of high school and religious activity participation.

The influence of the institutional environment on undergraduate women's leadership development identified residence halls and the University Honors Program as significant factors. The environment also provided a home-away-from-home for some of the women, which allowed

them to feel a part of the institution in a personal sense. The strongest environmental support for leadership development was the numerous opportunities for involvement that were offered by the university to the participants. According to Wolf-Wendel (2000), college leadership opportunities for women strengthen women's leadership skills, provide active involvement within the institution, and facilitate overall student success.

Peer interpersonal relationships provided friendships for a small number of women and showed them support in their leadership positions, although it was not a significant factor in their leadership development. There was a sense of apathy among their peers that affected some of the women's drive to become even more involved. These women did not understand why their peers lacked initiative and motivation, which made them more eager to succeed.

Faculty, staff, and administration had limited affect on the leadership development of the majority of the participants. Organizational advisors had more influence on most of the women than did their academic advisors. Positive relationships with faculty members enhanced some of the women's leadership development whereas negative relationships with faculty members had the opposite affect. Staff and administration were not recognized as significant to the undergraduate leadership development of the women.

Family and society were separate factors. Family was persuasive in women's leadership development with mothers labeled as the strongest supporters. Many of the women student leaders worked hard to make their families proud of them through their leadership efforts. In contrast, society was not reported to have a significant impact on the leadership development of the majority of participants.

CHAPTER 6

CONCLUSION

This chapter presents an overview of the study, a summary of the findings, and limitations of the study. Recommendations for future research and concluding thoughts are also provided.

Overview of the Study

The purpose of this study was to identify characteristics of undergraduate women's leadership development through qualitative research. This information was presented through case studies (Langenbach et al., 1994; Sprinthall et al., 1991; Weirsma, 2000) of undergraduate women student leaders. A review of literature published from 1980 to 2003 relating to women and leadership yielded limited yet resourceful information. This study adds to the existing body of available knowledge on factors associated with undergraduate women's leadership development.

The five research questions guiding this study were:

1. What are the values, attitudes, behaviors, and personal attributes that undergraduate senior-level college women associate with the development of their leadership skills?

2. What environmental stimuli do undergraduate senior-level college women associate with the development of their leadership skills?

3. What peer interpersonal relationships do undergraduate senior-level college women associate with the development of their leadership skills?

4. What relationships with faculty, staff, and administration do undergraduate senior-level college women associate with the development of their leadership skills?

5. What family and/or societal influences do undergraduate senior-level college women associate with the development of their leadership skills?

Individual interviews were conducted using a protocol or interview guide based on the research questions. Eighteen women out of the twenty who were initially selected for this study actually participated; however, the results only include the information shared by seventeen of the participants. One of the women made the decision following her interview not to share her story, due to personal reasons. The findings of this study revealed the emergence of themes throughout many of the cases, although the focus of the study was to reveal individual stories of undergraduate women's leadership development as directly shared by each participant. Additionally, attention was placed on minority women to understand if there were similarities or differences between African American and Caucasian women on this specific campus in the area of undergraduate women's leadership development.

Summary of the Findings

The results of this study suggest that values, attitudes, behaviors and personal attributes were influential to the leadership development of undergraduate women. Institutional environment and family members were also effective. Peers, faculty, staff, administration, and society, however, were not as effective as anticipated by the researcher prior to the study.

Values, Attitudes, Behaviors, and Personal Attributes

This study of undergraduate women's leadership development supports the findings of Pascarella and Terenzini (1991) that personal, social, and developmental changes take place on students throughout their college years. As determined by Astin (1993), Evans et al. (1998), Huebner and Lawson (1990), Miller and Winston (1990), Moore and Upcraft (1990), Rodgers (1990), Terry (1992), Tomlinson-Clarke and Clarke (1994), and Whitt et al. (2003), it is difficult

for a researcher to predict exactly how the values, attitudes, behaviors, and personal attributes of participants in a study are directly affected by higher education as they enter into college with pre-determined characteristics. The women in this study had entered into college with their own sets of values, attitudes, behaviors, and personal attributes and established leadership characteristics. Previous circumstances and factors had impacted the women and were identified as more influential to their leadership development than the experiences offered to them through their college leadership involvement. The institution helped to nurture the development of the women's leadership qualities but did not create these characteristics nor alter them significantly.

Values, attitudes, behaviors, and personal attributes affected the decisions that the majority of women made in their leadership positions. Through investment of self, responsive interaction with others, and pre-college involvement, women's leadership development was significantly impacted.

Investment of Self

This study demonstrated a personal need by some of the participants to completely engage themselves into all of their undertakings. These women felt accountable for everything that fell within their responsibilities, especially the people for whom they were leading. Their commitment to academic and social obligations was obvious to others through their actions. In an effort to show their dedication and accountability to each of their duties, the participants often worked harder than their peers.

While many of the participants gave freely of themselves to their groups, they did not expect to be rewarded. These women felt that the time and involvement that they were giving to their organizations were expected of them. Helping their groups succeed was all that mattered to these women.

Responsive Interaction with Others

Many of the participants were very focused on the members of their organizations. It was important to them that they led their groups from an informed position. These women took into account the thoughts of their members when making decisions. They recognized that their roles as leaders were to represent the organization and its members. The inclusion of their members' concerns and suggestions were of utmost importance to the participants.

Astin and Leland (1991) and Wolf-Wendel (2000) agreed that personal involvement positively affects leadership development. The feelings and recommendations of others helped many of the women to understand and relate well with their organizations. Berdahl (1997), Gilligan (1982), Helgesen (1990), and Komives et al. (1998) also recognized the importance of caring about people. The majority of women understood what the members of their organizations wanted. They listened and then led respectively. Berndt and Perry (1986), Furman and Buhrmester (1985), and Parker and Asher (1993) supported these findings on the basis that effective leadership development includes intimacy, trust, loyalty, and emotional support.

Institutional Environment

This study upholds the findings of Astin (1984, 1993), Evans et al. (1998), Kuh et al. (1991), and Mable and DeCoster (1981) that recognize how institutional environments create leadership changes in students by providing them with leadership opportunities. The large number of opportunities motivated many of the women to engage themselves in leadership activities. These women recognized the large number of opportunities for involvement at the institution as extremely influential to their leadership development.

As identified by Astin (1984), Carskadon and McCarley (1997), Evans et al. (1998), Weingartner (1992), and Whitt et al. (2003), this study supports their theory of involvement: involvement can have a direct affect on student development. The women in this study chose different ways to become involved and had different areas of personal interest; however, they each became leaders. Some women held numerous positions in one organization while others held one position in numerous organizations. Regardless of what they chose to involve themselves with, the university offered them leadership opportunities.

Family

Family was cited by a large number of women as being very influential to their leadership development. These women came to college with a sense of support from their parents, siblings, and other family members. This type of encouragement inspired these participants to become involved and take on leadership positions. These women felt confident in their abilities because their families believed in them.

There was also a sense of personal responsibility to their families that many of the women addressed. They felt that they owed it to their families to succeed in their leadership efforts. There was a feeling that their accomplishments would make/keep their families proud of them. Being a campus leader helped these women to feel as though they were satisfying family expectations.

Mothers were reported to be the strongest individual influence on women's leadership development. Most of the women had observed their mothers in leadership roles while they were growing up. There was a sense of mentorship in the home by their mothers. As a result, these women felt a natural responsibility to become involved once they came to college.

Minority Women

In a study conducted by Kim (2002), no significant differences were identified between minority women attending predominantly white institutions versus historically black institutions in the areas of student-student interaction and student-faculty interaction. For the purpose of this study, minority women shared the same responses to the questions asked of them in their interviews as did their majority peers. The researcher did not conduct the study with a belief that there would be differences between minority and majority women student leaders. She wondered about the need for minority students to feel accepted within a primarily white institution of higher education; however, she did not believe that the leadership stories would be significantly different based upon race. With the intent of telling individual stories of personal undergraduate leadership development, she viewed all participants equally and without any preconceived notions. With the exception of the minority women identifying the need for more minority leadership opportunities and opportunities for student groups to interact on a frequent basis, there was no unique-to-minority-women information identified.

Limitations of the Study

The findings of this study, while useful and revealing, should be interpreted with caution as they do not speak for all undergraduate women's leadership development experiences and influences. There were weaknesses in the design of this study that may have affected the gathering of data. One must conclude from the series of analyses that were conducted on the information presented by the women that the sample was poorly determined, the interviews were insufficiently productive, or the associated influences on women's leadership development were slight.

The participants selected for this study represented a small percentage of undergraduate women leaders. The researcher believed that women selected for *Who's Who* at the university were the strongest leaders on the campus. The insufficiency of significant information shared by the participants did not validate this belief. The researcher should have reviewed the selection criteria for *Who's Who* rather than assuming all individuals chosen for this honor were the best-of-the-best.

The stories shared by the majority of women interviewed were not nearly as rich as the researcher had predicted. An informal opportunity to meet with the women before their scheduled interviews might have established a more comfortable relationship and more revealing interview. Providing the women with the research questions in advance of their scheduled interviews would also allow them time to collect their thoughts and feel more prepared during the meeting. Conversely, an informal opportunity to meet with the women following their scheduled interviews might have provided for additional thoughts to be shared. The women would have had time to think about other areas that they may not have discussed during their actual interviews, which could then be added to their personal stories.

The interview protocol also proved to be limiting to the researcher in the beginning of the study (Seidman, 1998). She did not feel comfortable asking questions of the participants beyond those outlined. Clarification should have been sought from the women for responses that required more investigation. As the study progressed and the researcher expressed her dissatisfaction with the quality of information shared by the participants, advice was provided by her chairperson that remedied this situation. The remaining interviews included a more in-depth probing for complete answers to each protocol question.

The researcher suggests that many of the factors associated with undergraduate women's leadership development may not be in the direct control of colleges and universities. Women bring their strengths and weaknesses with them from pre-college involvement; however, this finding does not excuse colleges and universities from identifying prior influences and ultimately enhancing them if that has been the previous case.

Recommendations for Further Research

While this study did identify factors associated with undergraduate women's leadership development, additional research could be conducted to better understand the information revealed by the women. Focus group interviews following individual interviews may provide the participants with an opportunity to remember and share similar experiences. Data collected at this time might strengthen the information shared during the individual interviews and allow for deeper probing of leadership influences.

With regard to the sample, it would benefit both the researcher and the university for more undergraduate women leaders to be included in future studies. These leaders should come from a variety of social and academic organizations to provide for diversity in demographics, disciplines, and social interests. Researchers have demonstrated that student background distinctiveness such as ability/high school performance, gender, race/ethnicity, and socio-economic status, can positively affect student development during the college years (Renn & Arnold, 2003; Toutkoushian & Smart, 2001). Data collection should include personal information on the participants. It should identify the backgrounds of the women through socio-economics, family structure, rural versus urban upbringing, and pre-college involvement to better understand each of the women and how their pre-college experiences may or may not be related to their undergraduate leadership experiences. It would be interesting to begin this study at the

onset of the participants' freshman year and follow it through until the final semester of their senior year.

The findings of this study suggest that undergraduate women's leadership development begins prior to the college experience. Institutions of higher education should survey college-bound women to determine what type of programs and organizations would best enhance their leadership skills. The surveys should seek to identify areas of leadership excellence in which women are engaged at the high school and pre-college levels. The university should then provide programs and support mechanisms respectively.

Understanding the significance of the institutional environment and its influence on student development is important in its own right for determining ways to help students and for evaluating the value of performance indicators of higher education institutions (Toutkoushian & Smart, 2001). Since the institutional environment is important to the leadership development of women, survey results of pre-college involvement should address environmental support mechanisms. Colleges and universities should interview all freshmen to determine if the opportunities offered to them are consistent with their interests. There should be an understanding of what types of leadership and involvement women desire prior to coming to college and an appropriate institutional response. "Classes and workshops that promote meaningful relationships will help women construct invaluable support systems to validate and encourage their leadership aspirations" (Boatwright & Egidio, 2003, p. 666).

Families should be included in pre-college surveys to better comprehend the type of support that women are receiving prior to college. It would also be helpful for the women to know in advance whether or not their families have their own ideas of what the women should be succeeding at within their leadership roles. The results of this study would help future

researchers to understand the significance behind preconceived expectations of family members versus true expectations in the area of leadership development. This could then be applied to additional research of why women leaders feel that they must work harder than others to be successful.

The researcher understands that the conclusions drawn are only as representative as the information shared by the women who participated. While eighteen women contributed and seventeen of their stories were revealed in this study, there were two other women who chose not to attend their scheduled interviews. One of these women was Caucasian and the other woman was African American.

This study did not yield any significant differences between African American and Caucasian women. According to Toutkoushian and Smart (2001), their study results did "not support the notion that student-perceived gains are affected by the racial/ethnic diversity of the institution" (pg. 53). To make future studies more representative of campus diversity, the researcher believes that more minority women should be included. Research focused on African American women's leadership development should be conducted to better understand whether or not the results of this study were conclusive. Additionally, comparisons of the results between traditionally white institutions could be made with historically black colleges and universities. Finding out what types of student organizations and campus involvement are offered at traditionally black institutions and the number of women involved in each would be helpful to white institutions. Research could then be conducted on the number of African American women who are members of organizations sponsored by both traditionally white and traditionally black institutions to see if there is the same level of interest at each.

A comparison between American and international women student leaders would be an interesting project to identify similarities and differences of undergraduate leadership development influences. Research could be organized to see if values, attitudes, behaviors, and personal attributes along with environmental stimuli and family are influential to international students. Do international undergraduate female students come to college with pre-determined leadership characteristics? Do they come to college with an interest in becoming involved at the social or extra-curricular level or are they choosing an American institution for academic purposes only? Are international women students aware of the leadership opportunities that American institutions offer? Is leadership an attribute that their countries believe women should possess?

 This study is only the beginning for understanding the influences of undergraduate women's leadership development; there is a wealth of information yet to be discovered. Future investigations could be either quantitative or qualitative; however, the researcher believes that hearing first-hand from women about their personal experiences is a much more rewarding and informative way of learning about their individual leadership development stories.

Concluding Thoughts

Based on the findings of this study, many women come to college with set leadership talents (Astin, 1993; Whitt et al., 2003). Other women are not aware of their abilities until they arrive on campus and are then provided with a number of opportunities that help them to discover, develop, and demonstrate their leadership potential (Boatwright & Egidio, 2003). Higher education institutions need to continue providing for and promoting undergraduate women's leadership programming efforts to ensure that women are given the chance to further their leadership skills as well as nurture their existing abilities. Additionally, colleges and

universities need to take into consideration the effectiveness of leadership development programs that are already in existence. If existing programs only appeal to women who feel empowered to contribute in these leadership opportunities, a large number of women who may not be able to express their leadership ambitions may be disregarded. Current researchers suggest that existing programs should support women who possess leadership aspirations while providing additional assistance to women who may never have expressed leadership interest (Boatwright & Egidio, 2003).

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APPENDICES

Appendix A
Informed Consent Form

Virginia Polytechnic Institute and State University
Informed Consent Agreement

Title of Project: Case Studies of Women Leadership Development:
                                                        The Fabric of their Lives

Principal Investigator: Judi M. Lynch, M.A.Ed.
                                                        12400 Foxridge Lane Apt. K
                                                        Blacksburg, VA 24060
                                                        SSN:
                                                        (540) 953-0573
                                                        judi@vt.edu

I.   The Purpose of this Research/Project

The purpose of this study is to recognize leadership development among undergraduate senior-level college women. Twenty women will be selected for this study, along with five alternates.

II.   Procedures

Caucasian, African American, Hispanic, Asian, and women students self-defined as "other" will be selected from the university's 1998-1999 *Who's Who among Students in American Universities and Colleges* membership roster. African American, Hispanic, Asian, and "other" women will automatically be included in this study. Two additional African American names will be requested from the Black Student Alliance for a total of five women. Caucasian women will be randomly selected by placing all names into a container and then drawing each one out. Following individual interviews (approximately two hours long) to be held in the researcher's office (Donaldson Brown Hotel and Conference Center Room 64) and using a protocol designed specifically for this study, case studies will be written on each of the women.

III.   Risks

There are no known risks associated with this study.

IV.   Benefits of this Project

The benefits of this study are numerous. Future programming for women, counseling opportunities, academic integration, and social integration are all possible outcomes of this type of study. In turn, women leadership opportunities may be applied to future careers, volunteer participation, and society in general.

It is important to note that no promises or guarantees of benefits have been offered to encourage participation. It is strictly a personal decision.

All findings will be available following completion of the study. Internet information will be provided if requested.

V.   Confidentiality/Anonymity

All information shared will be under the strictest confidentiality/anonymity. Fictitious names of the participants, the university, and any organization that they identify will be incorporated into this study. There will be no coding of the women; however, the researcher will make special note of those women with whom she may need to speak once again.

Tape recordings and hand-written notes will be made during the interviews for the researcher's purposes only. Recordings will be transcribed following each interview to be used for the analysis of findings. The researcher and employed individuals will transcribe these tapes; there will be no names on any of the tapes. The researcher will be the only person who knows which tape goes with which woman. The tapes will be destroyed following the successful completion of the study.

VI.   Compensation

There is no monetary compensation for participation in this project. Soft drinks will be available, however, for each woman during her interview.

VII.   Freedom to Withdraw

Each participant is free to withdraw from this study at any time with no penalty. Volunteers are free to answer any questions or choose to not answer any questions asked without penalty. Additionally, participants may request that the interviewer refrain from documenting any specific piece(s) of information shared during the interview.

Should the investigator determine that a participant should not continue as a volunteer for the study, she will inform that individual accordingly.

VIII. Approval of Research

This research project has been approved, as required, by the Institutional Review Board for Research Involving Human Subjects at Virginia Polytechnic Institute and State University, by the Department of Educational Leadership and Policy Studied. Additionally, members of the researcher's dissertation committee have provided their approval: Don G. Creamer, Elizabeth Creamer, Pat Hyer, Penny Burge and Gerard Kowalski.

IX.   Subject's Responsibilities

I voluntarily agree to participate in this study. I have the following responsibilities:

Attend a two-hour individual interview session with the researcher and answer all questions that I so choose from the protocol asked by the researcher.

X.   Subject's Permission

I have read and understand the Informed Consent and conditions of this project. I have had all my questions answered. I hereby acknowledge the above and give my voluntary consent for participation in this project.

If I participate, I may withdraw at any time without any penalty. I agree to abide by the rules of this project.

_____   _____

Signature   Date

Should I have any questions about this research or its conduct, I may contact:

Judi M. Lynch   (Investigator)   Don G. Creamer (Faculty Advisor)
(540) 953-0573   (540) 231-9705

Appendix B
Interview Protocol

1)   What is your age?
              What is your race?
              What is your major?
              What student leadership positions have you held?
              What honors or recognitions have you received?

2)   How have your values, attitudes, behaviors, and personal attributes contributed to your leadership achievements? (Discuss each of these categories in detail.)

3)   In what ways has the university environment contributed to your leadership achievements?

4)   In what ways have your relationships with peers contributed to your leadership achievements?

5)   In what ways have your relationships with faculty, staff, and/or administration contributed to your leadership achievements?

6)   Are there particularly significant persons who have encouraged and supported your leadership achievements? (Please explain.)

7)   Is there any other information that you wish to share about your leadership achievements or memorable leadership experiences that you have not already discussed?

Appendix C
Research Questions

1)   What are the values, attitudes, behaviors, and personal attributes that undergraduate senior-level college women associate with the development of their leadership skills?

2)   What environmental stimuli do undergraduate senior-level college women associate with the development of their leadership skills?

3)   What peer interpersonal relationships do undergraduate senior-level college women associate with the development of their leadership skills?

4)   What relationships with faculty, staff, and administration do undergraduate senior-level college women associate with the development of their leadership skills?

5)   What family and/or societal influences do undergraduate senior-level college women associate with the development of their leadership skills?

Appendix D
Relationship between Research Questions and *Protocol Questions*

1) What are the values, attitudes, behaviors, and personal attributes that undergraduate senior-level college women associate with the development of their leadership skills?

> *How have your values, attitudes, behaviors, and personal attributes contributed to your leadership achievements? (Discuss each of these categories in detail.)*

2) What environmental stimuli do undergraduate senior-level college women associate with the development of their leadership skills?

> *In what ways has the university environment contributed to your leadership achievements?*

3) What peer interpersonal relationships do undergraduate senior-level college women associate with the development of their leadership skills?

> *In what ways have your relationships with peers contributed to your leadership achievements?*

4) What relationships with faculty, staff, and administration do undergraduate senior-level college women associate with the development of their leadership skills?

> *In what ways have your relationships with faculty, staff, and/or administration contributed to your leadership achievements?*

5) What family and/or societal influences do undergraduate senior-level college women associate with the development of their leadership skills?

> *Are there particularly significant persons who have encouraged and supported your leadership achievements? (Please explain.)*

Appendix E
Color Coding Key

Green: family influences
Olive: societal influences
Pink: involvement
Blue: values, attitudes, behaviors, personal attributes
Red: faculty/staff/administration relationships
Purple: peer relationships
Brown: university environment
Orange: miscellaneous

Appendix F
Example: Cathy Edwards

Cathy Edwards is a complex young woman whose background has had a very strong influence on her undergraduate college experience [JML1]. Although graduating with a dual degree in Political Science and Interdisciplinary Studies, the road to this success was long and hard, taking many turns along the way [JML2].

Cathy's father left the family when she was quite young. Additionally, her sister passed away while Cathy was in high school. Both incidents made her realize that life and the relationships made during that time should never be taken for granted [JML3]. In the case of her father, Cathy did not dwell on his absence in her life [JML4]. She did share a story that summed up most of her feelings where respect was concerned. "Respect should be earned and not given." In the seventh grade as punishment for a wrongdoing, her mother gave her an assignment to write an essay about why respect should be given to adults. Cathy did not write the essay. Instead, she focused on why respect should be *earned* by adults. "My example," she began," was that my father had left my family when I was very young…a baby. I said that I do not respect him. Just because he is an adult does not mean that I respect him. And my mom was ok with it." Cathy has applied this value of respect to all of her other relationships throughout the years [JML5].

The death of Cathy's sister left a deep impact. "She was only one year younger than me and that is really the influential event of my life. If there was one event, that was it [JML6]." Her sister's passing made Cathy "reconsider what is important about living. After someone dies, you kind of start to idealize them and start thinking what would they want me to do. It makes it a little more difficult to be selfish or mean when you think that there might be someone watching

after you who would want you to be selfless and nice." For those reasons and more, Cathy began to take notice of her attitude toward others [JML7].

Her sister's passing took its toll in other ways. "You always have a vision of your future," she shared. "You always visualize that the people around you are going to be there. And when they are removed, you start revisualizing everything [JML8]." Cathy went through an angry time in high school, bringing those emotions with her to college [JML9]. She chose to focus her energy on academics as a way to mask her grief. "When I came to college, I really dove into my work, which is why I have enough credit hours to get two degrees [JML10]." She has realized over time "that it is not so healthy because that has a lot to do with suppressing the grieving process," although she never sought counseling to come to this conclusion. Time has allowed her to realize that suppressing feelings and focusing only on work is not the healthiest way to deal with the grieving process [JML11].

With a focus on academics, Cathy soon found refuge of sorts with the University Honors Program [JML12]. It was through this program that she became involved with her first leadership roles as well as self-understanding. As a member of the program's student organization and chair for the garden committee, she was introduced to areas of study that she had never considered and found herself undecided about her college career [JML13]. "The Honors Program is really empowering for some students," she explained. "It gave me a real sense that I had a control over my education [JML14]. So then, I started making decisions like changing my major and asking for substitutions so that I could do independent studies. I developed this attitude that no one is going to tell me what to do with my education [JML15]." This sense of self-empowerment gave Cathy the confidence to become involved with faculty outside of the traditional classroom experience that led to campus leadership [JML16].

Cathy began to assist a female professor with her teaching load [JML17]. "Suddenly, she would nominate me for a committee and I would get a phone call and I would be on another committee [JML18]." She then began to seek out other opportunities for involvement. Along the way, she met additional faculty members whose assistance she greatly appreciated. "Meeting and getting to know faculty really promotes the same type of snowball effect," she announced. "The more faculty you know, the more your name is recognized and the more likely they are to say yes, this person is going to be a good member of a committee [JML19]." She has developed longstanding relationships with several faculty members, identifying consistency, openness, and making the effort to see them every few weeks as catalysts for such friendships [JML20]. "But also," she continued, "I have been through a lot with the scholarship competitions that I have been to. They will reduce you to tears and so being around faculty or being in a naturally stressful situation causes a type of bonding of sorts [JML21]."

Feeling more in control of her academic self helped Cathy to further her interests outside of the classroom [JML22]. She took on the position of resident advisor, followed by head resident advisor and then tried her hand elsewhere. A conference aide, group leader for freshman/faculty Honors reading discussions, *Who's Who*, and a student advisory committee chair position [JML23]each helped Cathy to become more confident in her leadership abilities. Her resident advisor role, however, taught her the most.

Cathy believes that a great deal of her leadership development took place through her resident advisor experience and observing her female supervisor [JML24]. "To see how someone who is very young, who is female, relates to the professional environment: organizational skills, approaches to problems, availability to me. If I had a problem with a staff member, her just being so accessible showed me how to be with your staff – how to approach

people. And her planning skills and her ability to be her own person in the context of a job that is very intrusive as to who you are as a person [JML25]." As a resident advisor and head resident advisor, Cathy was able to replicate the style of her supervisor as well as create her own management technique, as she became more responsible for the actual residence hall building and less with students [JML26]. "I really got to know how to deal with a small group of people in a very detailed or very thorough way, rather than dealing with forty-two women every now and then. I knew about their personal problems and their lives and learned a lot about how to manage group dynamics [JML27]. And you know, I made a lot of mistakes. But the point is, that while I was doing all of that, I had a supervisor that I could go to and ask for assistance. And just to hear the direction that she took me in as far as handling problems really taught me a lot about how to manage people and how to work with people [JML28]."

Cathy's exposure to women leadership did not begin with her resident advisor supervisor. "When I was in high school," she explained, "I worked in a shoe store and the owner was a woman who tended to hire all young ladies [JML29]." Cathy worked her way up to assistant manager [JML30] and recognized the owner to be "very accessible as far as training me to be a worker and very tolerant. Like, I could make an unlimited number of mistakes and she was still not going to raise her voice to me [JML31]. And then, to look at her and be like wow! This woman is actually running the store, owns it, and her husband owns the other but he does not have anything to do with this one! It was really cool for me to see that [JML32]."

Observing women in leadership positions helped Cathy to see herself in similar ones later in life. "It definitely gave me the idea that I wanted to be a very independent kind of a person…I still want to be there for the people who I have actual power over but I am not going to exhibit

that as power. I am going to exhibit that as tolerance. And I think I learned a lot about how I want to deal with staffing problems [JML33]."

Cathy also found and offered time to at-risk pre-school children each week. At such an early age, they were identified as potential high school dropouts, given their socio-economic backgrounds. Cathy was able to use her own childhood experiences as she focused on being a role model for these youngsters. "When I was growing up," she recalled, "my family was very poor; we were on welfare. All through college, I have run into people, mainly in the political science department, that are so against welfare [JML34]. Even if the whole system is screwed up, ok, work on the system. And so I started to see that when people have privilege, they are very likely to condemn those who do not have privilege and I did not want to turn into that person [JML35]."

By focusing on the at-risk children with whom she worked as well as adults, Cathy turned the attention away from herself and what she had personally hoped to accomplish, emphasizing the anticipated outcome. "It does not matter if they give you credit for what you've done. It is just whether or not you be a role model for someone and a stable presence in their lives [JML36]. And I do not think that adults are that different from children in that way. If you have a positive influence in their life, they might not be able to point to you and say, 'You. It was you who had the positive influence in my life' and give you recognition. And hopefully that will not be the important part. Someone someday might remember and say, 'Wow! I want to be like that person' or 'Wow! That person really taught me how to be tolerant' [JML37]!"

Cathy's desire to be an active volunteer was a direct result of the Truman Scholarship for which she was a finalist [JML38]. Wanting to know more about the person for whom the scholarship was named, she read about Harry Truman and became intrigued with his career in

service. She then read Marion Wright Edelman's book on serving children and public service being a way of life [JML39]. Cathy hopes to go into public service following graduation, using her volunteerism as the springboard for future involvement. "And it is not just something you do on the weekends," Cathy stated. "It is a commitment for life [JML40]."

Commitment, she revealed, is especially important to any and all undertakings. "You do not make one if you're not willing to at least try to keep it [JML41]. In my philosophy of life, do anything that you want as long as it does not do anything to intentionally hurt other people [JML42]."

Cathy credits the university environment for all that it offered her as both an individual and as a student leader. "The physical environment is real nice. For me, being a pretty active person, it helped me to grow and flourish and experience things physically. Like I am talking about the gymnasium, the grounds are generally kept very nice, the buildings are generally kept well, at least the ones that I go into a lot. The library is decent, the new dining hall is good…all that sort of gives me a positive feeling about being here." Cathy went on to describe herself as "spatially oriented" and how the layout and physical looks of buildings affected her disposition. One of the residence halls that she lived in "was a beautiful building. I was happy all the time." Another hall was "a horrible building. It is ugly. It is depressing to be in and I was depressed all the time. So, nicer spaces just make me feel healthier, truthfully [JML43]!"

Cathy's leadership and university involvement produced a sense of self-confidence that she will take with her into her future personal and professional life. "Just having self-confidence is enough to make you do something, is enough to make you seek an opportunity or face what seems like an insurmountable challenge and just say, 'I am going to do my best,' knowing that your best *is* probably good enough [JML44]."

A previous poor relationship with a man caused Cathy to lose a great deal of self-esteem during her earlier college years. He was not a positive reinforcing figure in her life, causing Cathy to doubt herself. "His whole attitude of disbelief that I could do anything of worth I think really strongly affected my self-confidence. But you know how it is with romantic relationships – they tend to be overwhelmingly important [JML45]." In her particular case, her relationship with him caused her to be very focused on areas that he would address. "When I could get his compliments, I would feel better," she shared. "But when I did not, I would feel worse." She was very dependent on him. His mood swings dictated her personal sense of self [JML46].

Cathy's mother, considered to be her best friend, has always had a positive impact and has always been very supportive of her endeavors. "My mom is the strongest person ever to walk the face of the planet," Cathy stated. "We have been through a lot together. And no matter what I decided, she was very supportive." Whatever Cathy believes to be the best for herself, her mother has shown approval. Even when their opinions differ, she receives "unconditional support [JML47]."

Wherever Cathy's life takes her, she will continue to look for the good in people and use her own abilities to appreciate others. Her personal creed will accompany her into whatever challenges lie ahead: "Be as kind of a person as you can," she stresses, "as giving as possible without compromising your own integrity as a person [JML48]."

[JML1] Cathy came to college with personal difficulties.

[JML2] Cathy succeeded above and beyond with a dual degree, even though it was not the easiest of tasks.

[JML3] The two pre-college tragedies that she encountered helped her to recognize and appreciate people, two values that she may never have achieved had she not had to deal with the difficulties.

[JML4] Cathy moved forward from her father's departure without wanting to give it too much thought.

[JML5] While her father's decision to leave was something she said she chose not to dwell on, it made a greater impact than she originally believed. The sharing of this story shows us this. Respect needs to be earned and how a person acts determines whether or not respect has been achieved, something she applies to her relationships/leadership.

[JML6] Losing her sister was a much more difficult loss for Cathy.

[JML7] Cathy's sister's passing made her much more aware of the loss of people she cared about. Although deceased, Cathy seems to want to make her sister proud, which is why she appears to be cognizant of her attitude toward others – in case her sister really is aware of what she is doing.

[JML8] Losing her sister made Cathy revisit what was important in her life and take a mature look at how life does change, regardless of how she had always pictured it.

[JML9] Cathy came to college with a negative (angry) attitude.

[JML10] She realized the negative energy she had and rather than continue with it in college, she used it to motivate her to go above and beyond expectations, identified through her two degrees.

[JML11] Cathy realized how important it was to grieve, something she did not allow herself to do, using her studies as a way to repress her sadness.

[JML12] Honors provided Cathy with an outlet to use her academic strengths.

[JML13] This one opportunity opened door for Cathy to explore other areas of interest within that same environment.

[JML14] The program helped her to see what it was she was doing and what she needed to do as a student.

[JML15] The empowerment that she felt from her positive experience with the program gave her the momentum to begin making decisions for herself that would affect her position as a student. She took control of her own educational destiny.

[JML16] By feeling comfortable with the faculty members associated with the program, Cathy was able to feel confident and start becoming involved in other ways.

[JML17] I should have asked Cathy if she had volunteered or was being paid to assist the professor.

[JML18] Snowball effect for involvement based on the faculty member she was assisting who recognized her abilities.

[JML19] Cathy's one positive experience with the faculty member prompted her to become acquainted with others (another snowball effect) which affected her involvement on a number of committees.

[JML20] Cathy has been assertive in maintaining relationships with faculty members. Could it be that they serve as parental units in college to make up for her not having a father to turn to for guidance? (I should have asked this!)

[JML21] Cathy looks to faculty for support, especially during difficult times. Again, perhaps in response to not having a father to go to for support.

[JML22] Recognizing her academic abilities gave Cathy assurance to go beyond that area for more involvement.

[JML23] Most of the areas that Cathy gained her leadership skills from were administrative and seemingly more "responsible" than student organizations.

[JML24] Being involved with the residence hall programs was significant to Cathy's development, providing the chance for her to witness a female in a supervisory role using her own style of leadership.

[JML25] Her supervisor served as a type of mentor to Cathy.

[JML26] Cathy brought leadership observations of her R.A. supervisor with her into her own role as an R.A. She focused first on students and then on the actual facility.

[JML27] Cathy learned how to work with others and lead them in a personal manner.

[JML28] Cathy was aware of what she did right and what she did wrong. She also knew that she could go to her supervisor for support if needed. Additionally, Cathy learned a good deal about dealing with people through the leadership style of her supervisor.

[JML29] Cathy came to college having worked for a female and having observed this woman's leadership style.

[JML30] As with her R.A. position becoming a head R.A. position after she proved herself, Cathy worked hard in the shoe store to become an assistant manager.

[JML31] The leadership style of her former boss showed her how to be accessible (like her R.A. supervisor was) and understanding of her mistakes (like her R.A. supervisor was).

[JML32] Cathy was impressed to see a woman in a position of authority that was able to handle all aspects of the business (similar to her impressed feelings of her R.A. supervisor).

[JML33] Consciously or sub-consciously, observing women in leadership positions both before and during college was influential to her leadership style. Just as both women were there for her, she wants to be there for others.

[JML34] Recognizing her own circumstances while growing up, Cathy found a way to give back to society through working with children who needed special attention.

[JML35] Cathy was able to see where problems may lie and what to do to find solutions to those problems without becoming an added problem herself.

[JML36] The departure of her father and passing of her sister were very unstable presence in her life that may have affected her interest in her being one for others.

[JML37] Receiving credit for what she has done and the differences she has made is not important to Cathy. What is important is that something good happens in the lives of others based on her involvement.

[JML38] Involvement (receipt of an award) often leads to other involvement.

[JML39] Cathy became interested in service through the domino effect of authors in this field.

[JML40] Cathy wants to make a difference in society.

[JML41] Could her interest in commitment come from the lack of one that she observed when her father left? (Should have explored further…)

[JML42] Again, was she referring to her father, which left its/his mark on her feelings of commitment and working with other?

[JML43] The physical environment of the university that Cathy attended made her feel better about herself and her overall surroundings, suggesting that it is important for the environment to look good in order for students to feel good.

[JML44] Cathy recognized the necessity of self-confidence in leadership as well as feeling able to take on challenges or even the day-to-days.

[JML45] Cathy realized how women look at relationships as being important.

[JML46] Cathy was looking for support from her boyfriend who did not offer to her, which made her feel negatively toward herself. This could have been a replication of how she felt when her father left her and her mother. (I should have asked.)

[JML47] Support is important. Her mother has been a constant source of support to Cathy throughout her life.

[JML48] As a result of all of her experiences, Cathy continues to look for the good. She will apply this way of thinking to her life beyond college. She will be kind without losing herself in the process (which may have happened with her father and boyfriend … I should have asked).

Appendix G
Leadership Analysis Report Example

Cathy Edwards: Values, Attitudes, Behaviors, and Personal Attributes

Realized from her father's departure and sister's passing that time was too short to take for granted

Emphasized respect (referencing an essay that she wrote for her mother when she was being punished as a child)

Passing of her sister left an emotional toll

Sister's passing made her realize how important it was to live life to the fullest and to be considerate of/to others

Sister's passing made her reevaluate her attitude toward others so that she would be nicer and more selfless

Went through an angry time in high school as a result of her sister's passing

Brought anger with her to college

Chose to focus her energy on academics to mask her grief

Dove into her schoolwork she arrived at college (which is how she ended up with enough credits to graduate with a dual degree)

Came to the personal realization that suppressing grief is not healthy; did not seek counseling to come to this conclusion

With feelings of empowerment offered through her Honors experience, she started making decisions that affected both her education (changing majors) as well as life (career options)

Gained self-confidence through her Honors involvement that she transferred into other areas of her life

Feeling in control of her academics helped Cathy to feel more confident to become more involved on campus

Replicated her R.A. supervisor's style of leadership while creating her own technique

Made mistakes during her R.A. experiences but realized that she could go to others (her supervisor) for assistance in determining how to handle situations/problems

R.A. supervisor's accessibility impressed Cathy

Encountered positive women leadership in high school while working for a woman who owned her own business

Worked her way up to assistant manager of that store

Employer was good to her and accessible

While Cathy made mistakes in the job, employer did not reprimand her but remained tolerant (good role model)

Impressed that the woman owned one store and her husband owned another; husband did not try to run the woman's store

Observing women in leadership positions made her want to be like them

Wanted to be involved with people and be there for them without being controlling, like her two supervisors had been

Discovered that tolerance for mistakes was a good attribute for a leader to have

Believed that the welfare system was messed up and needed to be fixed, but not eliminated

Welfare was a program that she relied upon when growing up

Believed that when people have privilege, they are more likely to condemn those who do not; she did not want to become one of those people

Did not believe that credit for one's accomplishments are important

Being a role model for others was what mattered most when serving as a leader

Being a stable presence in the lives of others was important

Whether or not someone recognized her as being the positive influence in his/her life did not matter; the fact that she made difference was all that did

The thought that someone might one day look at a person and want to be like that person is what was important (role model)

Teaching tolerance to others was important

Emphasized commitment

Emphasized doing unto others as long as there is no harm involved

Anticipated taking her college leadership and involvement with her beyond graduation

Gained self-confidence through her college experience

Having self-confidence made people want to seek out opportunities or face challenges; knowing that they would be able to give their best and that their best would be good enough

Believed that there was good in all people and would continue to believe this wherever her life would take her

Being kind to others without comprising integrity was important

Being a role model for others was what matters when serving as a leader

Being a stable presence in the lives of others was important

Whether or not someone recognized her as being the positive influence in his/her life did not matter; the fact that she made difference was all that did

The thought that someone might one day look at a person and want to be like that person is what was important (role model)

Teaching tolerance to others was important

Emphasized commitment

Cathy Edwards: Environmental Stimuli

Found the University Honors Program to be very influential to her academically and personally

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Honors Program empowered her to take responsibility for her education and personal life

Credited the university environment for its influence in her leadership development as well as her individual development

Thought the physical environment was nice

Attractiveness of grounds helped her to grow

Recognized the gymnasium, the grounds, buildings, library, and new dining hall

Described herself as spatially oriented --- layout and physical looks of the campus affected her moods

One of the residence halls that she lived in was beautiful; she was happy

Another residence hall was ugly; she was depressed

Nicer spaces made her feel healthier

Cathy Edwards: Peer Relationships

Poor relationship in college with a man left a very negative impact on her self-esteem

---

Boyfriend was not a positive reinforcement

Boyfriend doubted her and her abilities to succeed

Boyfriend's lack of support negatively affected her self-confidence

Tended to look to boyfriend for feelings of self-worth; if he gave her a compliment, she was happy – if he did not, she was depressed

Very dependent on boyfriend

Boyfriend's moods affected her feelings of self-worth

Cathy Edwards: Faculty/Staff/Administration Relationships

University Honors staff made a huge impact

University Honors staff helped her to feel a sense of empowerment and personal control of her life

Assisted a faculty member with teaching; professor stared nominating her to serve on various committees

Met other faculty members during her time at college who also nominated her to serve on committees (snowball effect)

Developed longstanding relationship with several faculty members

Made the efforts to remain in touch with the faculty members, recognizing how important they were to her involvement

Made the efforts to keep in touch with faculty members because she appreciated the ways that they helped her and their friendships

Credited faculty relationship with her ability to handle stressful times, such as scholarship competitions

Observed her female R.A. supervisor's leadership style, helping to strengthen her own

Sought assistance form her R.A. supervisor and learned from the responses shared

Cathy Edwards: Family Influences

Father left when she was very young

Sister passed away when she was in high school

Did not dwell on her father's absence in her life

Death of her sister was most influential experience of her life

Sister's death made her reevaluate her own attitude

Mother was her best friend

Mother was strong supporter

Felt that her mother was the strongest woman in the world after all that they have been through together

Mother provided unconditional support to her, even when their opinions differed

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Cathy Edwards: Involvement

Who's Who Among Students in American Universities and Colleges

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University Honors student organization: Garden chairperson, group leader for freshman reading program

Resident Advisor and Head Resident Advisor

Conference aid

Student advisory committee chairperson

Scholarships recipient

University Honors helped her to deal with her angry emotions over the death of her sister

University Honors helped her to make college choices (academic major as well as classes)

Found a sense of refuge with the University Honors program

Student Honors organization offered her the opportunity to see herself as a leader

As a result of faculty nominations, she ended up serving on a number of committees

Personally sought out other ways to become involved as she became more confident in herself and her abilities

Found her Resident Advisor position offered her the greatest amount of leadership development

Received the Truman Scholarship which made her want to learn more about its namesake; she researched Harry Truman and became interest in service as a result of his life

Read about Marion Wright Edelman's service to children and public service; prompted her to become more interested in service

Wanted to take her involvement and public service/volunteerism with her into society after graduation to make a difference

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Cathy Edwards: Societal Influences

Volunteered in college to work with at-risk children, having been one herself while growing up

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Came from a family that relied upon welfare; wanted to show other children that they too could make it (role model)

Wanted to become an active volunteer after college to make a difference in the lives of others

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Cathy Edwards: Miscellaneous

Dual degree in Political Science and Interdisciplinary Studies

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Appendix H
Leadership Theme Report Example

Cathy Edwards

Father left the family when she was very young

Sister's passing was very emotional and most influential experience in her life; made her realize that people would not always be there

Both departures made her realize that life and relationships should never be taken for granted

Emphasized respect

Went through an angry stage in high school after sister's death that she brought with her to college

Used academics and then involvement to help her deal with her emotions

University Honors Program was very influential and comforting

Honors Program helped her to feel empowered and confident; began to make decisions for herself

R.A. experience was very educational

Observed and appreciated her R.A. supervisor's and high school supervisors leadership styles

Made mistakes in her jobs; supervisors were tolerant

Impressed by women (R.A. supervisor and high school employer) in leadership positions

Recognized the importance of government programs such as Welfare; used her personal experience as an at-risk student to assist other children (role model to them)

Accessibility of supervisors was impressive

Being a role model to others was important

Did not need credit for her accomplishments

Self-confidence was important
University offered her many opportunities for involvement

Physical appearance of buildings and grounds was important to her moods

Poor relationship with a male in college left a negative impact

Allowed the boyfriend to control her moods by his reinforcements/attitude

Snowball effect of involvement from faculty nominations

Developed longstanding relationships with several faculty members

Made efforts to keep in touch with faculty members

Mother was most influential/supportive

Became interested in service after receiving a scholarship whose namesake she researched

Wanted to become an active volunteer after she graduated

Appendix I
Cross Case Analysis Leadership Report

Positive pre-college situation was influential   2

Negative pre-college situation was influential   2

Standards and ethics were important   2

Raised with strong morals/values   3

Focused on others, not herself   2

Did not like conflict and confrontation   2

Strength was in traditionally male areas (i.e. math, science)   2

Communication   8

Went above and beyond expectations   2

Personal recognition of efforts was not important   4

Needed support from others   2

Listening to others   8

Believed that if people were happy/had fun in an organization, they would
Participate   4

Important for members to feel a part of their group   2

Did not like focus to be on self   3

Being away from home helped her to mature   2

Motivation (giving and/or receiving)   8

Emphasized respect   4

Active in high school   6

Academics were important   6

Observed others in positive leadership situations   3

Became frustrated when people would not speak their minds	2
Found tolerance to be important	2
Religion/church was important	7
Looked to others as role models	3
Served as a role model to others	7
Time management/organizational skills was important	4
Commitment	6
Self-confidence/self-esteem/self-worth was important	5
Trust	2
Balance in life was important	5
Positive attitude	2
Appreciative	3
Conscientious of how others viewed her	3
Gave as much as possible to projects for which she was responsible	6
Wanted to make others proud of her (non-parents)	4
Determined/Persistent	4
Concerned with the future of the organization(s)	3
Looked at the best interest of the organization over her own interests	3
Protective of others	2
Liked to be around people	3
Learned diversity by being around different cultures	2
Residence hall was influential (peers)	4
Residence hall programming was influential (personal involvement)	3

University Honors Program was influential	2
Looked to university as a home-away-from home	2
University offered many opportunities for involvement	14
Made many good friends in college	3
Supportive friends in college	2
Boyfriend/former boyfriend was supportive	2
Boyfriend/former boyfriend was not supportive	2
Academic advisor was influential	3
Organizational advisor(s) was/were influential	8
Good, longstanding relationships with academic faculty	2
Did not feel comfortable around academic faculty	2
Parents/family were supportive	8
Mother was most influential	6
Parents/family were most influential	5
Parent(s) was/were role models/leaders	6
Grandparents were influential	4
Parents' divorce had a personal affect	3
Became independent after parents divorced	2
Wanted to make parent(s)/family proud	5
Family time was important	2
Sorority involvement was influential	5
Worked hard to fix what had failed in organization from previous leadership	3
Felt students were apathetic	5

Had done something in high school or college where she was a female in
a traditionally male organization   2

Looking forward to her future contributions to society   2

Grew up in a small town   2

Left the College of Engineering   2

Appendix J
Final Theme Leadership Analysis Report

Investment of self	27
Responsive interaction with others	16
Pre-college involvement (religion, high school activities)	13
University offered many opportunities for involvement	14
Residence halls were influential (peers and programming)	7
Friendships (good friends/supportive friends	5
Boyfriend/former boyfriend was influential (positively and negatively)	4
Organizational advisor(s) was/were influential	8
Academic advisor was influential	3
Relationships with academic faculty (positively and negatively)	4
Parents/family were influential	9
Mother was most influential	6
Desire to make parents/family members proud	5
Sorority involvement was influential	5
Felt students were apathetic	5
Worked hard to fix what had failed in organization from previous leadership	3
Looking forward to her future contributions to society	2
Grew up in a small town	2
Left the College of Engineering	2

VITA

Judith M. Lynch

EDUCATION

Doctor of Philosophy: Educational Leadership and Policy Studies
Cognates: Public Administration and Business Management, December 2003
Virginia Polytechnic Institute and State University (Virginia Tech), Blacksburg, Virginia
Dissertation: *Undergraduate Women's Leadership Development: Case Studies from a State University*

Master of Arts in Education: Counseling and Student Personnel Services
Cognate: Communications, July 1993
Virginia Polytechnic Institute and State University (Virginia Tech), Blacksburg, Virginia
Thesis: *Reasons Cited by Virginia Tech Honors Students for their Institutional Choice Compared with Reasons Cited in Literature for all Students Entering Higher Education*

Bachelor of Arts: English
Minor: Communications, May 1987
Longwood College, Farmville, Virginia

RELATED WORK EXPERIENCE
Director of Outreach, Virginia Maryland Regional College of Veterinary Medicine
Blacksburg, Virginia, March 2003 – Present
- Coordination of faculty involvement in the deliverance of outreach activities at the College of Veterinary Medicine (Blacksburg, Virginia campus) and Equine Medical Center (Leesburg, Virginia)
- Collaboration with Outreach Program Development for continuing and professional education assistance, marketing, and budget development
- Involvement with the Center for Organizational and Technological Advancement to network with individuals and organizations in support of the university's partnership with the Hotel Roanoke and Conference Center
- Development and delivery of new continuing education programs
- Maintenance of existing continuing education programs
- Coordination of joint VMRCVM and Virginia Veterinary Medical Association programs
- Coordination of the VMRCVM spring open house program
- Assistance with the development and implementation of a veterinary bio-security preparedness response program chartered by Virginia State Veterinary Office and Virginia Department of Agriculture and Consumer Services to include VMRCVM faculty and state and federal representatives
- Assist the Virginia State Staff Veterinarian with the development of a regional veterinary bio-security preparedness response program to include veterinary and agricultural representatives from the states of Delaware, Maryland, and Virginia

Director of Communications/Legislative Assistant for Delegate Dave Nutter
Virginia House of Delegates
Richmond, Virginia, December, 2002 – March 2003
- Monitored budgetary issues within higher education
- Tracked and reported various higher education legislation
- Tracked and reported pending legislation on the Agriculture and Science & Technology sub-committees
- Tracked and responded to all state agency and constituent correspondence
- Served as a liaison to visiting officials from Southwest Virginia
- Served as the spokesperson of Delegate Nutter to lobbyists and other guests
- Interacted daily with top House and Senate officials
- Interacted daily with senior level legislative House and Senate staff members
- Worked closely with staff members of the House Appropriations Committee
- Attended various House Higher Education sub-committee meetings as Delegate Nutter's representative
- Attended various events and programs as Delegate Nutter's representative
- Voluntarily coordinated several social functions for members of the House and Senate

Research Assistant, Residential and Dining Programs, Virginia Tech
Blacksburg, Virginia, May 2002 – December 2002
- Researched, reviewed, and reported housing, dining, and contract services programming efforts of top thirty research universities and other nationally recognized university programs

Adjunct Faculty, Interdisciplinary Studies, Virginia Tech
Blacksburg, Virginia, August 2002 – December 2002
- Instructed an undergraduate Introduction to Women's Studies course comprised of 40 students

Graduate Assistant, Continuing Education, Virginia Tech
Blacksburg, Virginia, October 2001 – May 2002
- Responsible for the development and implementation of marketing and promotional materials for the Technical Assistance Program (TAP), a newly established consulting program that networks Virginia Tech faculty members with industry
- Established and maintained relationships with engineering faculty members interested in or who had demonstrated potential for the TAP
- Assisted with a leadership conference to be held in November, 2002, including all host responsibilities, event planning, marketing material design and distribution, lodging, meal/banquet requirements, faculty participation
- Assisted with state agency training surveys and response programs

<u>Director of Undergraduate Recruiting</u>, College of Engineering, Virginia Tech
Blacksburg, Virginia, January 2000 – October 2001
- Responsible for the recruitment of undergraduate students into ten Engineering departments with attention focused on pre-college high achievers, women, and minority students
- Communication efforts to prospective students, parents, and faculty
- Designed marketing and publication recruitment materials
- Extensive event planning and programming for on- and off-campus events
- College representation at on- and off-campus programs
- College presentations at on- and off-campus programs
- Developed and executed annual Open House/Conference for 1200+ guests
- Initiated and served as advisor to the Engineering Council for Open House
- Designed and delivered daily information session presentations
- Advised, trained, and programmed for the College of Engineering Dean's Team, a select group of undergraduate engineering students selected to assist with College recruitment and retention efforts
- Initiated and served as facilitator for the Task Force on Undergraduate Recruiting
- Scheduled and programmed for visiting groups of professionals and students
- Researched and reported on higher education and recruitment trends
- Served on numerous College of Engineering and Virginia Tech committees

<u>Alumni and Student Programs Coordinator</u>, Alumni Relations, Virginia Tech
Blacksburg, Virginia, August 1992 – January 2000
- Supervised one full-time staff member and 100+ student volunteers
- Leadership programming, training, and presentation at all university levels
- Event planning, direction, and implementation for six university-wide annual events as well as several smaller yearly programs
- Alumni Association and university representation at various public relations events and activities locally, nationally and internationally
- Advised the Virginia Tech Class System in its role of promoting and recognizing university traditions and programs
- Advised the Student Alumni Associates in their role as university ambassadors
- Coordinated the university athletic pep rally program
- Advised 36 student committees
- Cultivated students at the undergraduate level in the hopes of maintaining an active and involved relationship with the university following graduation
- Worked closely with Downtown Blacksburg to promote a healthy university and town relationship through joint programming efforts
- Oversaw and advised four budgets in excess of $200,000
- Extensive experience in contract review, negotiation, closure and required maintenance
- Served on various university, alumni, student, and athletic committees

<u>Graduate Intern</u>, Athletic Department, Virginia Tech
Blacksburg, Virginia, January 1994 – May 1994
- Assisted with the planning and implementation of an NCAA eligibility presentation held at the 1994 Potomac and Chesapeake Association of College Admissions Counselors conference in Norfolk, Virginia
- Reviewed and was proficient in responding to questions and concerns of NCAA eligibility guidelines for incoming freshman student athletes
- Provided campus tours and assisted with official visits to prospective men's basketball recruits

<u>Office Services Specialist</u>, Center for Intelligent Materials, Systems, and Structures, Virginia Tech, Blacksburg, Virginia, January 1992 – August 1992
- Assisted with the programming of diversity workshops for Engineering faculty, staff, and graduate students
- Coordinated special events for the Center
- Assisted with the organization and implementation of an annual international conference on mechanical engineering and smart materials

<u>Practicum</u>, University Honors Program, Virginia Tech
Blacksburg, Virginia, August 1992 – December 1992
- Marketed the University Honors Program and recruited prospective Honors students through on-campus resources, advising, and campus awareness
- Provided admissions assistance to programs currently in existence while developing new and innovative approaches
- Founded and served as the first advisor to the University Honors Associates, a selective student organization focused on recruitment and retention efforts
- Advised Honors students in all aspects of academic and student life

<u>Graduate Intern</u>, Cranwell International Center, Virginia Tech
Blacksburg, Virginia, January 1992 – May 1992
- Developed and implemented international student and spousal support programs
- Counseled and advised undergraduate and graduate international
- Assisted with the planning and implementation of International Week, an annual event that celebrates diversity within the university and town of Blacksburg

<u>Enrollment and Student Services Specialist</u>, Longwood College
Farmville, Virginia, June 1990 – May 1991
- Recruited prospective college students through individual high school visits as well as consortium high school programs
- Responsible for making undergraduate admissions acceptance decisions
- Conducted presentations at high schools throughout the Eastern region and on the Longwood campus
- Provided special campus tours to students, alumni, and guests
- Developed and implemented recruiting techniques to use specifically with private high schools

HONORS/AFFILIATIONS
- Vintner's Society 2003
- Virginia Tech University Club 2003; 1993 – 2000
- Blacksburg Chamber of Commerce 2002 – present; 1993 – 2000
- New River Nucleus Founding Member 2002 – present
- Virginia Tech Cranwell International Center
  - Board of Directors 2002 – present
  - International Friendship Host 2002 - present
- Dave Nutter for District Delegate Campaign Volunteer 2003; 2001
  - Special Events Committee Member 2003
  - Auction Fundraising Chairperson 2001
- St. Mary's Catholic Church
  - Annual Gala Planning Committee 2003; 2002; 2001
    - Program Mistress of Ceremonies 2003; 2002; 2001
    - Committee Chairperson 2001
  - Religious Education Instructor 1995 – 1999
- Longwood College Reunion Planning Committees 2002; 1997; 1992
- Women in Higher Education, Virginia Network 2000 - present
- Virginia Tech New River Valley Alumni Association
  - Vice President 2001 - present
  - Scholarship Auction Fundraising Chair 2001 - present
  - Executive Member-at-Large 2000 - 2001
  - Scholarship Banquet Chairperson 2000 - 2001
  - Community Service Committee Founder and Chairperson 1993 - 1994
  - Member 1993 – present
- Virginia Tech Faculty Associates 2000 - present
- Omicron Delta Kappa National Leadership Honor Society
  - District Conference Planning Committee and Banquet Chair 2000 - 2001
  - Faculty Advisor 1997 - 2001
  - *Circle Leader of the Year* Award Recipient 1999
  - Vice President for Honorifics Awards and Recognitions 1996 - 1999
  - Member 1993 – present
- Mrs. Guy C. Roop Research Grant on the Empowerment of Women 1999
- Kappa Delta Pi International Educational Honor Society 1999 - present
- Alcohol Educational Experience Hearing Officer 1998 - 1999
- Virginia Tech Academy for Leadership Excellence Fellow 1997
- Candidate for the Virginia Tech 1997 Presidential Award for Excellence
- Saint Gertrude High School, Richmond, Virginia
  - Reunion Planning Committee Member 2003, 1998, 1988
  - Reunion Planning Committee Chairperson 1998
  - Alumnae Board of Directors 1997 - present
- Student Alumni Association/Student Foundation Network 1992 - 2000
- Minority and Women Graduate Student Scholarship Recipient 1992 - 1993
- Virginia Tech Graduate School Honor System 1991 - 1993
  - Judicial Review Committee 1992-1993
  - Investigative Committee 1991-1992

- National Association of Student Personnel Administrators 1991 - present
- Virginia Tech Association for Student Development
  - President 1992 - 1993
  - President-Elect 1991 - 1992
- Alpha Delta Pi Sorority Advisor 1987 - present
  - Eta Pi Chapter, Virginia Tech 1992 - present
  - Epsilon Chi Chapter, Longwood College 1987 - 1991