1994

Going against the grain: women student leaders at coeducational institutions

Cecelia Renée Romano
Iowa State University

Follow this and additional works at: https://lib.dr.iastate.edu/rtd
Part of the Developmental Psychology Commons, Higher Education and Teaching Commons, and the Women's Studies Commons

Recommended Citation
Romano, Cecelia Renée, "Going against the grain: women student leaders at coeducational institutions" (1994). Retrospective Theses and Dissertations. 11314.
https://lib.dr.iastate.edu/rtd/11314

This Dissertation is brought to you for free and open access by the Iowa State University Capstones, Theses and Dissertations at Iowa State University Digital Repository. It has been accepted for inclusion in Retrospective Theses and Dissertations by an authorized administrator of Iowa State University Digital Repository. For more information, please contact digirep@iastate.edu.
INFORMATION TO USERS

This manuscript has been reproduced from the microfilm master. UMI films the text directly from the original or copy submitted. Thus, some thesis and dissertation copies are in typewriter face, while others may be from any type of computer printer.

The quality of this reproduction is dependent upon the quality of the copy submitted. Broken or indistinct print, colored or poor quality illustrations and photographs, print bleedthrough, substandard margins, and improper alignment can adversely affect reproduction.

In the unlikely event that the author did not send UMI a complete manuscript and there are missing pages, these will be noted. Also, if unauthorized copyright material had to be removed, a note will indicate the deletion.

Oversize materials (e.g., maps, drawings, charts) are reproduced by sectioning the original, beginning at the upper left-hand corner and continuing from left to right in equal sections with small overlaps. Each original is also photographed in one exposure and is included in reduced form at the back of the book.

Photographs included in the original manuscript have been reproduced xerographically in this copy. Higher quality 6" x 9" black and white photographic prints are available for any photographs or illustrations appearing in this copy for an additional charge. Contact UMI directly to order.
Going against the grain: Women student leaders at coeducational institutions

Romano, Cecelia Renee, Ph.D.
Iowa State University, 1994

Copyright ©1994 by Romano, Cecelia Renee. All rights reserved.
Going against the grain:
Women student leaders at coeducational institutions

by

Cecelia Renée Romano

A Dissertation Submitted to the
Graduate Faculty in Partial Fulfillment of the
Requirements for the Degree of
DOCTOR OF PHILOSOPHY

Department: Professional Studies in Education
Major: Education (Higher Education)

Approved:

In Charge of Major Work

For the Major Department

For the Graduate College

Iowa State University
Ames, Iowa
1994

Copyright © Cecelia Renée Romano, 1994 All rights reserved.
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>CHAPTER ONE  OVERVIEW OF THE STUDY</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Statement of the Problem</td>
<td>1</td>
</tr>
<tr>
<td>Purpose of the Study</td>
<td>3</td>
</tr>
<tr>
<td>Research Questions</td>
<td>5</td>
</tr>
<tr>
<td>Significance of the Study</td>
<td>7</td>
</tr>
<tr>
<td>Summary</td>
<td>9</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CHAPTER TWO  REVIEW OF THE LITERATURE</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Student Activities Environment as an Educational Experience</td>
<td>12</td>
</tr>
<tr>
<td>Involvement Theory</td>
<td>13</td>
</tr>
<tr>
<td>Satisfaction, Persistence and Educational Aspiration</td>
<td>15</td>
</tr>
<tr>
<td>Cognitive Development</td>
<td>17</td>
</tr>
<tr>
<td>Psychosocial Development</td>
<td>19</td>
</tr>
<tr>
<td>Leadership Skills</td>
<td>21</td>
</tr>
<tr>
<td>Summary</td>
<td>24</td>
</tr>
<tr>
<td>Gender Related Difference in Student Development and Preferences</td>
<td>26</td>
</tr>
<tr>
<td>Cognitive Development</td>
<td>26</td>
</tr>
<tr>
<td>Psychosocial Development</td>
<td>28</td>
</tr>
<tr>
<td>Fear of Success</td>
<td>29</td>
</tr>
<tr>
<td>Leadership Style</td>
<td>31</td>
</tr>
<tr>
<td>Summary</td>
<td>35</td>
</tr>
<tr>
<td>Institutional Cultures</td>
<td>37</td>
</tr>
<tr>
<td>Institutional Type</td>
<td>38</td>
</tr>
<tr>
<td>Women's Colleges</td>
<td>40</td>
</tr>
</tbody>
</table>
Ethical Considerations ........................................ 84
Reporting the Data ........................................... 86
CHAPTER FOUR RESULTS OF THE STUDY .................... 87
The Respondents and Their Institutions .................... 88
Backgrounds, Characteristics and Future Plans .......... 92
  Hilliary .................................................. 93
  Connie .................................................... 95
  Victoria .................................................. 96
  Karla ..................................................... 98
  Jessica ................................................... 99
  Sarah ...................................................... 102
  Priscilla .................................................. 103
  Samantha .................................................. 105
  Amanda .................................................... 107
  Liza ......................................................... 108
  Mara ....................................................... 109
  Karen ....................................................... 111
  Emma ....................................................... 112
  Madeline ................................................... 114
  Alicia ....................................................... 115
  Summary .................................................... 116
Leadership Positions and Experiences .................... 120
  Hilliary .................................................. 121
  Connie .................................................... 127
  Victoria .................................................. 134
  Karla ..................................................... 137
ACKNOWLEDGEMENTS

There are many who have supported and assisted me in this work, some in direct, tangible ways, and others made less tangible, but equally important contributions. My sincere thanks and appreciation to

*the fifteen women student leaders who participated in the study, whose honesty, forthright attitude, and dedication made this study possible.

*Daniel C. Robinson, whose guidance through this PhD program and the dissertation has been invaluable.

*Elizabeth J. Whitt under whose instruction I learned and became committed to qualitative research methods.

*John E. McRoberts, my brother-in-law and data base specialist, who spend countless hours developing the computer program and working out the bugs with me, over the telephone, in the wee hours of the morning. His motivation was the challenge and excitement of problem solving and helping me succeed.

*my mother and father who supported me in all my endeavors and stressed the value of education.

*my daughter Angela Sherwood, who kept asking "Why do you like the computer better than me?", during the eighteen months I worked on this project.

*my husband, Robert Sherwood, who supported me financially and emotionally during the dissertation and PhD program, without fail.
*the Directors of Student Activities from the three institutions in the study who spent time talking with me on the phone, making room reservations, and helping me contact the respondents.

*my colleagues at the University of Northern Iowa who supported me and covered events, meetings, and other business in my absence.

*my mentor and supervisor, Sue Follon who supported and encouraged me throughout the process.

*members of my student support group, Donna Gilligan, Anne Ahrens, and especially Jean Logan who acted as my peer debriefer and spent many hours listening to my ideas and looking over the data analysis.

All of these individuals are hidden behind the pages of this work and it would not have been completed without them.
CHAPTER ONE
OVERVIEW OF THE STUDY

Higher education provides a myriad opportunities for the intellectual and personal development of students in and out of the classroom. One of the out-of-class experiences is leadership in student organizations and student government, providing a wealth of challenges and opportunities for students to practice their skills, learn more about their abilities, their social and ethical standards, and interact with faculty, staff, and peers.

The more educators learn about student leadership in higher education, the better able they are to maximize the developmental outcomes of this out-of-class experience. Information about student leaders, what motivates them, and what they learn from the activity is invaluable to student affairs professionals, faculty, and the students themselves. In order to gather information about the characteristics and experiences of student leaders, this study focuses on female presidents of campus-wide, coeducational student organizations at large universities.

Statement of the Problem

Research on the effect of student leadership on student growth and development (Bloland, 1967; Miller and Jones, 1981; Litterst and Ross, 1989; Winter, McClelland and Stewart, 1981; Berman, 1978; Lyons, 1985; Winston and Williams, 1985) showed that this involvement can facilitate the psychosocial,
cognitive and personal skill development of students. Although little research has been done specifically on women student leaders, these out-of-class activities may be particularly valuable to women. For example, Helen Astin and Kent (1983) found women who had been involved in leadership activities demonstrated increased self-esteem.

However, evidence (Alexander Astin, 1993; Schwartz and Lever, 1973; Howard, 1978; Leonard and Sigal, 1989) suggested female students may be reluctant to lead campus-wide student organizations. Reasons for this lack of involvement include research which claimed that traditional-aged college women may avoid competition, particularly with men, for leadership positions (Sassen, 1980; Schwartz and Lever, 1973), have lower self-concepts than men (Hafner, 1989), or are not elected to positions of leadership as readily as men (Alexander Astin, 1993). Another discouraging factor may be that college women are influenced by peer cultures which emphasize cross-gender relationships for them (Holland and Eisenhart, 1990) rather than intellectual, career and leadership roles in coeducational student organizations.

In addition, for women who do assume positions of leadership, research (Leonard and Sigal, 1989; Romano, 1992) appears to indicate that they may face unique challenges and obstacles related to differences in leadership style and peer attitudes and behaviors toward them. As Neff and Harwood (1990) wrote, "access does not translate into equality of
experience and development for women on a coeducational campus" (p. 31).

Student leadership is a valuable educational and developmental experience for students. If women do not participate fully or the environment is not as favorable for women as it is for men, the educational opportunities of female students could be narrowed with regard to out-of-classroom activities.

**Purpose of the Study**

The purpose of this study is to attain a better understanding of the experiences and characteristics of female presidents of coeducational, campus-wide student organizations at large universities. For the purpose of this study, large, coeducational universities are defined as those with enrollments of more than 20,000 male and female students. This higher education environment was chosen for the study because the review of the literature brings into question whether or not large, coeducational institutions are as positive as small institutions and women's colleges with regard to the potential for women to assume positions of leadership (Alexander Astin, 1993; Durst, 1989).

Campus-wide, coeducational student organizations are defined as those involving both male and female students as members and having one or several of the following characteristics: 1) large constituencies and/or membership, 2) highly visible with regard to attention paid by campus media,
3) activities or programming which involve many students, 4) substantial monetary or equipment assets, or 5) responsibility for allocating financial resources to other student organizations. The women presidents may have had to compete with men for their positions, were called upon to motivate both males and females in the organization, and the campus-wide visibility of the position increased the presidents' prominence and recognition on campus. Examples of these major campus leadership positions are student body president, editor of the campus newspaper or general manager of a radio station, chair of the student judicial board, or president of a large programming, honorary or governmental organization.

These leaders and type of institution have been chosen for this study because Howard's (1978) research found the percentages of women in leadership positions were low, particularly in positions that were not traditionally held by women such as president of the student body, chair of the student union board and student court. In addition, Leonard and Sigal (1989) observed that female students angered their peers when they assumed leadership positions, particularly if they appeared powerful. Being involved in leadership positions which may not be traditionally held by women and being viewed on campus by peers as powerful and influential may be difficult for women students.

This study examined the out of classroom experiences of female college student leaders through a review of the
literature and a study of female student leaders. The characteristics and experiences of these leaders are examined from the viewpoint of the women themselves, in their own words, utilizing qualitative research methods. In Whitt's (1991) definition, she explained, "The qualitative researcher seeks to understand the ways in which participants in the setting under study make meaning of—and so understand—their experiences" (p. 407).

Research Questions

The research questions originated from the review of the literature and this researcher's experiences and observations as a student activities professional. This study focused on women student leaders of campus-wide, coeducational organizations at large institutions; positions in which the review of the literature and personal observation have indicated that female students may not be equally represented. By gaining greater understanding of the characteristics and experiences of women who have attained these kind of leadership positions, this study may reveal information about characteristics and traits these women share in addition to the variety of experiences they have as student leaders in coeducational environments. Characteristics are defined as traits, features or qualities that, for the purpose of this study, relate to their situation as female college student leaders.

To attain a greater understanding of the experiences and
characteristics of female presidents of coeducational, campus-wide student organizations at large, coeducational institutions, this study will address the following research questions:

1) What are the backgrounds and characteristics of these students?
2) How do the women view themselves as campus leaders?
3) What motivates female students to become the leaders of major campus organizations?
4) How do these women learn to be leaders?
5) How do they feel they are perceived by others, including peers, boyfriends, parents, faculty and staff?
6) How are they influenced by the perceptions of others?
7) How do they relate to their peers? Do they feel their peers support and recognize their value and contributions as leaders?
8) What are the experiences of women leaders in campus-wide, coeducational student organizations?
9) Have their leadership experiences been rewarding? Why?
10) Who do they look to for guidance, insight, or support?
11) What do they feel they have learned from the experience?
Significance of the Study

Lack of information about the experiences of women student leaders is alarming for professionals in student affairs, particularly student activities staff who provide information, support, and guidance for all student leaders, male and female. This study provides information which should assist student affairs professionals and faculty who work with female student leaders to educate, advise, and more fully support their efforts in gaining access to and succeeding in leadership positions. Chamberlain (1988) agreed that "we need to know more about the effects of different environments on the college experience of women and how to help institutions make their campuses a more supportive place for women students" (p. 29-30).

If the experiences of women student leaders are more fully understood, faculty and staff may be able to achieve what Baxter-Magolda (1992) referred to as "genuine dialogue" (p. 360) with students. She suggested genuine dialogue to be discussions with student leaders about their experiences outside the classroom that assist them in creating "their own identities and their fashion of relating to others in the communities they join" (Baxter-Magolda, p. 360).

Alexander Astin (1993) believed that student affairs staff can play a significant role in affecting peer relations in areas such as student activities and organizations. "Student leaders, for their part, can provide valuable
insights into how peer relations among students can be enhanced as a means of strengthening the students' general education development" (A. Astin, 1993, p. 428).

In addition, if student affairs staff and faculty are cognizant of the challenges women students face in their leadership experiences, these professionals will be better able to encourage women students to get involved, to offer support, and to provide relevant training and educational workshops to enhance the experience of leadership.

By studying the characteristics of college women outside the classroom, this research will also contribute to the body of knowledge on the unique development, perceptions, experiences and ways of leading of female college students. This is an area that has emerged in recent years as researchers such as Gilligan (1982), Belenky, Clinchy, Goldberger and Tarule (1986), and Baxter-Magolda (1992) recognized gaps in knowledge of gender related differences in cognitive and psychological student development theory. With a heightened understanding of the characteristics and experiences of female student leaders, this study might lead to further quantitative or qualitative research on specific qualities and abilities, common or divergent experiences, or cultural motivations of this population.

Another reason to explore this topic is because it might add information to the current examination in management literature on emergent styles of leadership which emphasizes
cooperation, connectedness and empowering others which some (Helgesen, 1990; Rosener, 1990) have referred to as a feminine style.

Finally, the study will be useful to those who establish college and university policy because through this and more research on female students, they will have a greater understanding of the needs of this particular student population and the barriers they face in higher education.

Summary

This study examines the experiences and characteristics of female student leaders from the point of view of the women themselves. The information will assist professionals and educators in gaining knowledge about these women and their experiences in the leadership of prominent campus organizations. By adding to the body of knowledge about the development and experiences of women students in activities outside the classroom, the study may assist student affairs staff and faculty in encouraging female students to seek out leadership opportunities and enhance their educational development in these positions.

The remainder of this report explores the experiences of female student leaders by presenting a review of the literature in Chapter Two which examines: 1) the out-of-classroom environment as contributing to the educational mission of the institutions in which they exist, 2) gender differences in cognitive, psychosocial development, and
leadership styles, 3) institutional and peer cultures and how they affect female students, and 4) the status of women in student leadership positions.

Chapter Three describes the research methods of the study, gives a rationale for using qualitative methods, outlines the research design, and presents a plan for trustworthiness and ethical considerations. Chapter Four describes the results of the study organized by eight major themes that emerged as a result of data analysis: 1) backgrounds, personal characteristics and future plans of the respondents, 2) their leadership positions and experiences, 3) learning to be leaders, 4) how they changed as a result of their experiences, 5) relations with others, 6) gender issues and leadership, 7) being different than the predominant culture, and 8) their thoughts on leadership. Chapter Six offers conclusions and recommendations that result from the study.
CHAPTER TWO

REVIEW OF THE LITERATURE

The review of the literature summarizes past research and presents evidence of the student activities and leadership experience as a valuable addition to a quality higher education for students who choose to become involved. It also offers information on female student development and psychology to better understand traditional-age college women. It examines leadership styles as they relate to men and women and information on women student leaders in higher education. Aspects of institutional and peer cultures which contribute to the out of classroom climate for female students are also explored. This information presents the context of this study of the experiences and characteristics of women student leaders in higher education.

In addition, the review synthesizes the literature on the student activities environment, gender differences in student development related to traditional-aged college students, and institutional and peer cultures in higher education, particularly in relation to the experiences of women students. This review is integrative in that it presents the information in such a way as to illustrate the complexity of the issues encountered by women student leaders in the student activities and organizational environment. Finally, this chapter summarizes and evaluates the current literature on this topic, with particular attention to whether or not the research is
consistent and conclusive.

The Student Activities Environment as an Educational Experience

From the early debating clubs and literary societies (Rudolph, 1990) to the current structure of student organizations which exists on most college and university campuses, students have always organized social and intellectual pursuits outside the classroom. In the past, students formed debating and social clubs and fraternities in response to deficiencies they felt either in the curriculum or the social life of the institutions (Rudolph, 1990). Currently, these endeavors are formally known as student activities and are supported by student activities and college union staff. Since student activities are a traditional element of higher education, a closer look at how these activities are related to the academic mission of the institutions in which they are recognized is pertinent to this study, particularly in relation to the differences between male and female students.

Many writers and researchers have studied the affects of student activities and other out-of-classroom activities on the cognitive and psychosocial development of students. Though the classroom experience is easier to measure and evaluate, Miller and Jones (1981) contended that the out-of-classroom experience cannot be viewed merely as supplemental to the curriculum but as an integral part of the educational
program. Miller (1966) estimated that 70% of what a student learns takes place outside the classroom. Moffatt’s (1989) ethnographic study of college students in the early 1980’s presented the student perspective

In the end, the students claimed even the fun of college life was a learning experience. And with this claim, the dichotomy between formal education (work, learning) and college life (fun, relaxation) collapsed entirely for the students. In the end, you learned from everything that happened to you in college, the students asserted. (p.61)

In 1967, Bloland referred to the out-of-class experience of students as a rich, often untapped educational resource. Gardner (1990) suggested that leadership experiences were opportunities for students to test their judgement, to exercise responsibility, to sharpen their intuitive gifts and to judge their impact on others.

Involvement Theory

The more students are involved in both academic and social pursuits outside the classroom, the more they gain from the higher education experience. Alexander Astin (1984) said that student learning will be significantly affected by their levels of involvement in the college experience. His involvement theory emphasized the importance of the students’ active participation in the learning process. Astin (1984) described involvement as the amount of physical and
psychological energy that students devote to the academic experience and depicted intensity of exposure in the collegiate experience on a continuum. Those at the low end of the continuum attend classes, devote minimum effort to academic pursuits, and their lives are concerned with persons and events outside the institution. At the high end are students who spend most of their time on campus, are committed to their studies, are actively involved in campus organizations, and interact frequently with faculty and other students.

Elfner (1985) studied goal related outcomes attributed to specific programs and activities in higher education by issuing an entering student survey to new students and a follow-up survey near the end of their educational experience. He found that the amount and quality of faculty to student and student to student interactions resulted in an increase in goal related outcomes with respect to the students’ perceptions of the college experience when they entered college. He also reported that students believed involvement in activities improved their communication skills and led to higher satisfaction.

Pascarella and Terenzini (1991) synthesized a considerable amount of research on the affects of college on students. These studies suggested that interactions with faculty and peers are significantly linked to the development of general cognitive skills during college. Smith (1989)
expressed student gains in a linear fashion, in that gains are a result of the operational environment, the cultural environment and student involvement. The fact that interaction with peers and faculty enhances a college education illustrates the importance of the cultural environment, how individuals react to one another, and amount of student to faculty interaction. Terenzini and Pascarella (1980) also report that interaction with faculty appeared to be especially important to female students.

In student activities settings, students can be actively involved if they choose to participate fully. Ideally, the organizations take the form and direction mandated by the students, which can further inspire them toward involvement. In addition, the operation of student groups encourages interaction with faculty and staff as advisors, contact with administrators in trying to accomplish organizational goals, and intense interaction with peers in a student organization. In relation to Alexander Astin's (1984) involvement theory, this could be considered a high level of involvement.

**Satisfaction, Persistence and Educational Aspiration Research** (Pascarella and Terenzini, 1991; Alexander Astin, 1993; Pascarella, 1985; Kocher & Pascarella, 1988) has shown that out-of-classroom activities are important to the college experience, particularly with regard to persistence, satisfaction with the institution, and level of educational aspiration. Much empirical data exists to support the
position that involvement in student activities and other out-of-class activities contribute to persistence in college. Pascarella and Terenzini (1991) wrote "The weight of evidence is quite clear that both the frequency and quality of students' interactions with peers and their participation in extracurricular activities are positively associated with persistence" (p.391). However, this evidence is less clear when other influences or pre-college characteristics are factored in (Pascarella and Terenzini, 1991).

Hanks and Eckland (cited in Pascarella and Terenzini, 1991) suggest two important functions of extracurricular activities: 1) to expose students to other achievement oriented peers and 2) to facilitate the realization of personal goals by allowing students to acquire skills. Satisfaction with student life is rated highly with hours per week in student clubs and organizations, being elected to student office, participating in intramurals, and other interactive activities (Astin, 1993).

Pascarella (1985) and Kocher and Pascarella (1988) also found that there was a positive correlation between student precollege educational aspirations and subsequent social involvement with peers during college. This suggests that students with high educational aspirations may have a tendency to become involved in student activities and therefore may constitute a student subculture. More discussion of this concept is included in the Peer Cultures section of this
Cognitive Development

The student activities environment contributes to the educational experience by fulfilling some of the intellectual goals of higher education. To clarify the goals of a liberal arts education and to develop better methods of assessment based on operant behaviors, Winter, McClelland and Stewart (1981) organized these goals into a comprehensive list. The list included thinking critically, possessing broad analytical skill, learning how to learn, empathizing and showing self-assurance in leadership ability.

Critical thinking is the most general term for intellectual ability characteristic of the liberally educated person. Derek Bok, President of Harvard University, stated:

"Above all, students should be encouraged to think clearly, to identify the issues in a complex problem, collect the relevant data, assemble arguments on every side of the question and arrive at conclusions soundly related to the arguments and information available." (Winter, McClelland and Stewart, 1981, p. 5)

According to Hursh and Borzak (1979), one outcome of a liberal education is that a person become aware of and know how to use multiple perspectives in dealing with problems. In addition, individuals must have the ability to achieve mutually satisfying and productive relationships with others.
Student activities environments allow students to accomplish their personal (self exploration and development) and organizational goals (accomplishing tasks, programming) in student organizations, student government, fraternities and sororities and other governmental or representational groups. The student activities setting offers a multitude of opportunities for students to test their skills and gain competencies in critical thinking as well as situations utilizing multiple perspectives and a variety of relationships. This environment also provides opportunities for students to practice critical thinking, analytical skills, and ethical decision-making in an experiential setting.

These experiences are enhanced by processing and articulating this information with the faculty, staff and other students while they are engaged in the activity. Baxter-Magolda (1992) interviewed 101 students over a five year period in a study on cognitive development. With regard to the development of students through out-of-class experiences, she stated

As is apparent from these students' stories, the mere existence of opportunity is not sufficient to result in complex knowing. They must involve genuine reflection on experience, a component that can be enhanced through staff participation. (p. 365)
Psychosocial Development

Pascarella and Terenzini (1991) believed that growth due to extracurricular involvement appears to be in the psychosocial areas as opposed to cognitive development. Establishing identity may be one of the major components of psychosocial development for traditional college-age students if one considers Erikson’s (1959) and Chickering’s (1969) developmental theories of this age group. According to Erikson and Sanford (cited in Josselson, 1987), the development of identity is fostered by varied experiences and roles, meaningful achievement and freedom from anxiety and pressure. When students have the opportunity to test their capabilities in a variety of roles, they learn more about themselves, their likes and dislikes, their values and the meaning of values in their lives. The student leadership experience offers this kind of opportunity.

Winter, McClelland and Stewart (1981) argued that working with others in organizations requires mutuality and sharing with others, control of anger and other negative feelings and cause students to outgrow simplistic global images of authority as either good or bad. Winston and Williams (1985) concluded that students who participated in organized student activities had significantly higher levels of achievement on the Student Development Task Inventory-2 in the areas of interdependence, educational plans, career plans, and lifestyle plans than students who did not participate.
Participation in student activities seems to increase students' awareness of the world of work and to give them a more accurate understanding of their abilities and limitations as a worker, to synthesize knowledge about themselves into career plans (Winston and Williams, 1985). Research shows varying results between men and women students with regard to the affects of involvement in student organizations. The studies examined by Pascarella and Terenzini (1991) illustrated some evidence that holding leadership positions increased the likelihood that women would enter male dominated professions. However this relationship was not strongly significant.

By comparing Cooperative Institutional Research Program (CIRP) data over several years, Hafner (1989) found that "the traditional female college student still has a lower overall self-concept" (p. 42) even though women can compete academically with men in higher education. To illustrate the importance of self-concept with regard to achievement, Shavelson and Bolus (1982) contended that one's view of one's talents and abilities may have more influence on what one is able to accomplish than past achievement influences self-concept.

Alexander Astin (1977) found that student's involvement in social leadership activities was an important predictor of their social self-images, particularly for women students. According to Helen Astin and Laura Kent (1983), leadership
activities appeared to be more beneficial to women than men with regard to self-esteem. Comparing CIRP data from freshman in 1971 and 1980 and follow up questionnaire to 1850 women, Helen Astin and Laura Kent (1984) found that student leaders, as freshmen, exhibited higher levels of self-esteem than non-student leaders. The self-esteem of student leaders improved more between 1971 and 1980 and this was especially true for women. "Relative to all women, female leaders made substantial gains in perceived academic ability, leadership ability, and public speaking ability" (Helen Astin and Laura Kent, 1984, p. 314-315).

Helen Astin and Laura Kent's (1983) study showed that women who served on university committees showed an increase in social self-esteem and in traits associated with leadership such as public speaking ability, leadership ability, intellectual self-confidence, drive to achieve, and writing ability. Those who edited campus publications had increased perceived leadership ability and serving as president of a student organization increased self-esteem in all three areas.

Leadership Skills

Several researchers (Miller & Jones, 1981; Berman, 1978; Lyons, 1985; Alexander Astin, 1988; Morrell and Morrell, 1986) pointed to the value of student organizational and student government involvement with regard to acquiring skills associated with leadership. According to Miller and Jones (1981), out-of-class activities aid student development in
goal setting, social relations, career planning, leadership development, volunteer service, cultural participation and self-confidence. Litterst and Ross (1989) believed that organizations promote faculty-student contact, teach students networking skills in a non-threatening peer to peer environment, and for the student involved these organizations, develops a pattern of community involvement they carry with them after graduation.

Berman (1978) suggested that students acquire a variety of competencies through involvement in student activities. These include knowledge of group process and dynamics, decision-making, organization and administrative skills, budgeting and accounting, and skills pertinent to planning campus events (programming). Lyons (1985) suggests students learn values and skills in the union or student activities setting and adds running meetings, how to motivate and manage others, and effective communication to the list of competencies.

Alexander Astin (1993) reported that larger than average leadership scores are associated with being a member of a fraternity or sorority, intramural sports, volunteer work, tutoring, participating in a group project or class, and making presentations. Morrell and Morrell (1986) contended that student activities and organizations provide opportunities for skill development in social and interpersonal interaction, management of resources and people,
planning and coordinating projects and programs, and working within organizational settings. Pascarella and Terenzini (1991) cited evidence that alumni involved in leadership activities reported enhanced leadership and interpersonal skills as a result of their experience. They found these competencies helpful in job related duties.

With regard to participation in student government, Downey, Bosco and Silver (1984) concluded that this type of involvement did not contribute to life accomplishments and job factors but were associated with general satisfaction in college and the student's feeling of well-being.

Student to student interaction has strong positive correlations with leadership personality measure, self-reported leadership abilities, self-reported growth in public speaking skills, interpersonal skills and overall academic development (Alexander Astin, 1993). Pascarella and Terenzini (1991) concluded that students who interacted most frequently with peers showed a net increase of 13.2% with regard to qualifying as leaders. Alexander Astin (1984) believed that involvement in student government is associated with greater than average increases in political liberalism, hedonism, artistic interests and status needs as well as greater satisfaction with student friendships. Since students in student government interact more frequently with peers, this interaction accentuates changes resulting from the college experience.
Summary

With regard to the question of how students are affected by involvement in student activities, there is an abundance of information about what authors believed is learned and how development occurs. In terms of involvement theory (Alexander Astin, 1984), the more a student is engaged in and out of the classroom, the more learning takes place. Since student leadership experiences increase the levels of student involvement, student to student and student to faculty/staff interaction, these activities should also increase the learning that takes place during college in accordance with involvement theory.

Cognitive development as a result of student organizational involvement is less clear. Although it contributes to a liberal arts educational experience, there is no empirical evidence that student leadership advances cognitive development. Evidence (Pascarella & Terenzini, 1991; Winston & Williams, 1985) suggests, but is not totally conclusive, that students' psychosocial development is enhanced through student activities experiences. There is much information about the affect of these experiences on leadership skills, as authors (Miller & Jones, 1981; Berman, 1978; Lyons, 1985; Alexander Astin, 1988; Morrell and Morrell, 1986) were willing to identify skills that are learned in the student activities environment.

Pascarella and Terenzini (1991) and Alexander Astin
(1993) cite quantitative data to illustrate change or growth as a result of involvement outside the classroom. However, it is difficult to assess whether the changes the student experienced are the result of growth and maturation during the time they are in college or whether change has occurred as a result of the student organizational experience. When Pascarella and Terenzini (1991) attempted to factor out other variables, the strength of the relationships weakened but were still significant.

Some of the data are anecdotal and the results of the observations and experiences of faculty and staff in the field. In addition, growth and change as a result of leadership experiences are difficult to measure and much of the data are self-reported by either involved students or alumni. However, the importance of student to student and faculty to student interaction to student growth and development appears to be well founded in the literature (Pascarella and Terenzini, 1991; Alexander Astin, 1993).

Regardless of the complexity of the research, student organizational activities provide a wealth of challenging experiences and opportunities to interact with faculty, staff and peers. Evidence also indicates that the experience can enhance satisfaction with college life, persistence, positive self-esteem and leadership skills such as public speaking, knowledge of group process and dynamics, and the management of resources and people. In addition, some evidence (Astin,
1977; Pascarella and Terenzini, 1991) show a positive affect for female students with regard to self-concept and choosing nontraditional careers.

To fully understand the experiences of women student leaders in a higher educational setting, it is necessary to examine variations in male and female cognitive and psychosocial development during the college years and leadership styles which have been related to gender by some writers and researchers.

**Gender Differences in Student Development and Preferences**

Studies have shown that there are gender differences in male and female cognitive (Belenky, Clinchy, Goldberger and Tarule, 1986; Gilligan, 1982; Baxter-Magolda, 1992) and psychosocial development (Josselson, 1987). Some authors suggested distinctive styles of leadership exists between men and women (Helgesen, 1990; Rosener, 1990).

**Cognitive Development**

With regard to cognitive development, women conceptualize and experience the world "in a different voice" (Belenky, et al., 1986) that focuses on relationships and connectedness and is based more on experience than theory as is the case with men (Delworth, 1989). Of the 135 women in their study, Belenky et al. (1986) wrote

Most of these women were not opposed to abstraction as such. They found concepts useful in making sense of their experiences, but they balked when the
abstractions preceded the experiences or pushed them out entirely. (p. 201)

The women in Belenky’s et al. (1986) study were drawn to the sort of knowledge that emerges from first-hand observation and the educational institutions they attended emphasized abstract, out of context learning.

Baxter-Magolda (1992) studied 101 male and female students and identified four different types of knowers; absolute, transitional, independent and contextual. Absolute, transitional and independent knowers exhibited two distinct patterns of acquiring knowledge. The two patterns of each type were gender-related in that women most often exhibited patterns which were either quiet and personal, as in the case of absolute knowers, or were characterized by exchanging ideas with others and establishing a rapport with the instructor. Male students most often demonstrated patterns of acquiring knowledge illustrated by a more public role in the class, arguing and debate with peers, being challenged by instructors and thinking for themselves (Baxter-Magolda 1992).

Women tend to be unsettled by the idea of being stranded and isolated from others. On the other hand, Hall and Sandler (1984) defined masculinity through separation and asserted that males are threatened by intimacy. Men see danger in close personal affiliation whereas women see danger in detached personal achievement as a result of competitive success (Hall & Sandler, 1984).
Delworth (1989) stated that "For women, to know is to connect rather than to master" (p. 163). In other words, women would rather be connected in relationships with others than be in control or in command of others. Miller (1976) stated that affiliations and relationships make women feel "deeply satisfied, 'successful', free to go on to other things" (p. 87).

Gilligan (1982) and Belenky, et al. (1986) suggested that women have unique, intuitive ways of knowing that are silenced when too much knowledge is placed on logic or symbol and not on first-hand experience gained through the senses. In a speech given at Harvard University in the summer of 1985, Gilligan discussed what she referred to as the female paradox "that in searching for connections, women often find themselves isolated because they live in a male-defined world which values separation" (Desjardens, 1989 p. 139).

**Psychosocial Development**

Some authors believe that men and women differ in establishing identity. Erikson described identity as "a primarily unconscious process that unites personality and links the individual to the social world" (cited in Josselson, 1987, p. 10). Josselson (1987) characterized identity as "the stable, consistent and reliable sense of who one is and what one stands for in the world" (p. 10). She (Josselson, 1987) also stated that establishing identity is the most important development task facing women because through identity they
establish a sense of purpose and structure in their lives. The psychosocial development of college-age women is influenced by the search for identity through attachments with others in sharp contrast to the search for identity in men which focuses on autonomy (Josselson, 1987; Gilligan, 1982).

Josselson (1987) contended that men identify themselves by their occupation; women view themselves in more complicated ways, balancing many involvements and aspirations. Connections to others are of paramount importance to women, therefore, identities are more difficult to clarify for them because identity is understood through relationships with others (Josselson, 1987).

Several researchers such as Douvan and Adelson and Tidball (cited in Tidball, 1989) asserted that young women go about their identity formation in pursuit of intimacy. Erikson agreed that women achieve identity through intimacy as one comes "to know herself as she is known, through her relationships with others" (cited in Hall and Sandler, 1984, p. 12).

Fear of Success

Female cognitive and psychosocial development, which emphasizes connections with others and identity through relationships with others, might create conflicts for women in relation to achievement, particularly when achievement is the result of competition. Sassen (1980) pointed out that women are afraid of success when achievement is directly competitive
and their success leads to someone else's failure. Freilino and Hummel (1985) argued that college-age women feel threatened by achievement, that "competing, unresolved intimacy issues make unbridled achievement seem threatening" (p. 8). Their study of 40 college women, 20 college-age (18-23) and 20 over 30 years of age, showed a difference between the two groups in terms of fear of success levels. The college-age women showed a significantly higher incidence in two different measures of fear of success than the women over thirty.

However, in a test of four different fear of success measures, Paludi (1984) concluded that the fear of success construct is very complex and that there is limited evidence to support its existence. She believed fear of success reinforces "the popular and widespread, but scientifically unfounded, idea that sex differences in occupational or academic participation are attributable to an intrapsychic difference between men and women, and thus serve to blame the victim" (Paludi, 1984, p. 778). Paludi and Fankell-Hauser (1986) interviewed 80 women ranging in age from their late teens to the 80's. When asked if they feared success, 91% said no but questioned whether or not it was worth it. However, compared to older women, younger women were more concerned with relationships than competitive achievement (Paludi and Fankell-Hauser, 1986).
Leadership Style

The apparent differences in male and female cognitive style and psychosocial experience have led some authors (Rosener, 1990; Helgesen, 1990) to believe that women’s tendency to emphasize relationships and interdependence is reflected in a distinctively feminine leadership style. This style is illustrated in Rosener’s study of 456 women leaders in diverse professions and their male counterparts, who were identified by the women in the study. In Rosener’s (1990) study, women described their leadership style in transformational terms as they lead by "getting their subordinates to transform their own self-interest into the interest of the group through concern for a broader goal" (p. 120). To accomplish this transformation, women used personal characteristics like charisma, interpersonal skills, hard work and personal contacts. Rosener (1990) found that women leaders encouraged participation, helped make everyone feel included and energized. They shared power and information and enhanced others’ feelings of self worth. According to Rosener (1990), men are more likely to characterize their leadership in transactional ways which describes leadership as a series of transactions with subordinates exchanging rewards or punishment for performance, a style which utilizes organizational position and formal authority.

In a study of women managers, Helgesen (1990) concluded that women value the idea of group affiliation over individual
achievement. She also wrote that women scheduled time for sharing information and saw their organizations as networks or grids instead of hierarchies. For example, Diana Meehan, head of the Institute for the Study of Men and Women at the University of Southern California, believed women focus on process and men on product as a result of early patterns of activities. Men as hunters concentrated on a single event with a climax. Women, as planters and gatherers had cyclical, constant tasks that needed to be done again and again. Therefore, women are naturally more drawn to leadership that emphasizes process and relationships (Helgesen, 1990).

This transformational leadership style is viewed as valuable by authors such as Carroll (1984) who asserted that effective leaders empower others to act in their own interest. Helen Astin and Carole Leland (1991) defined power as empowerment in that power is an expandable resource that is produced and shared through interaction and power is also energy that transforms oneself and others. Helen Astin and Carole Leland (1991) defined leadership as "a process by which members of a group are empowered to work together synergistically toward a common goal or vision that will create change, transform institutions, and thus improve the quality of life" (p.8).

Women have been reinforced by societal pressures to exhibit nurturing, non-competitive behavior and Hall and Sandler (1984) contended that women's strength is in their
overriding concern for relationships and responsibilities. Such characteristics could be a valuable asset in the practice of leadership.

But does a participatory, empowering leadership style reflect a feminine value? There is little empirical evidence that this leadership style is feminine as opposed to masculine. Noble (1993) wrote

many researchers on the subject say the theories appear to be grounded more in anecdote and interpretation than in well-constructed studies and hard data. These researchers argue that there is little substantial evidence that men and women are fundamentally different, even if it might seem so because the different expectations placed on them and the divergent courses their lives take. (Sec. 3, p. 6)

In fact, male managers also exhibit similar leadership characteristics as indicated in a study by Stitt, Schmidt, Price and Kipnis (1983) which concluded that both male and female leaders were equally able and willing to display both autocratic and democratic behavior when instructed to do so. Rosener (1990) also stated that linking what she referred to as interactive leadership with women was a mistake. She found men in her study who used a transformational style and women who demonstrated what she termed transactional leadership. If, as Stimpson and Reuel (1984) suggested, people learn
managerial techniques from former supervisors, men and women have equal opportunity to be influenced by an autocratic or democratic style.

Bennis (1993) wrote the qualities related to effective leadership are not related to gender but rather to those who are more knowledgeable about how organizations work and those who are "favorably placed" are more likely to be successful. He defined favorably placed as one who has the support of subordinates, has clear goals and a method to reach them, and is empowered by the organization to reward or punish subordinates. Bennis (1993) also believed that success or failure in leadership depended on one's ability to "diagnose the particular organizational culture within which one is embedded and to develop the flexibility to respond and initial within that structure." (p. 99)

Roseabeth Moss Kanter (1975) agreed that leadership is related to the environment in which one leads because although she was unsure whether male and female leadership style is different, "the structural and interactional context is certainly different for women." (Moss Kanter, 1975, p. 60) She believed that it may be difficult for women to exercise leadership among men because of the "current sex-stratification patterns in organizations." (Moss Kanter, 1975, p. 60)

Whether or not a transformational style of leadership is feminine or masculine, the values of participation,
information sharing, and the importance of interpersonal relationships do appear to reflect the cognitive style of women as described by Belenky, Clinchy, Goldberger, and Tarule (1986) and Gilligan (1982). Belenky, Clinchy, Goldberger, and Tarule (1986) described what they referred to as "connected" as opposed to "separate" knowers. "Connected knowers see personality as adding to the perception, and so the personality of each member of the group enriches the group’s understanding" (p. 119). This description of connected knowers might also be used to describe a group of individuals collaborating on a project in the workplace or in a student organization.

Summary

Evidence has been emerging as to the differences between women and men with regard to cognitive and psychosocial development. How these differences affect style of leadership and female student leaders in the student organizational setting is uncertain. However, the idea that women value connections and relationships with others is a common theme throughout the literature on male and female development and leadership styles.

Whether or not women suffer from fear of achievement and success is debateable. Paludi (1984) and Paludi and Fankell-Hauser (1986) argued that this idea perpetuates a stereotype of female weakness and vulnerability. Freilino and Hummel’s (1985) study indicating varying levels of fear of success
between college-age women and women over 30 years of age was thorough and used a variety of statistical analytical techniques, but incorporated only 40 subjects. However, conclusions of female fear of success related to an older woman’s (in this case over 30) ability to reconcile femininity with achievement seems to be a logical explanation for the disparaging views. If college-age women are more apt to be affected by fear of success, especially in situations when they are required to compete with men, perhaps the fear of success construct is applicable to this discussion of traditional-aged college student leaders.

Whether or not there is a distinctively different leadership style between men and women is also debated in the literature. Writers such as Rosener (1990) and Helgesen (1990) contended that there is a difference and that women demonstrate a more transformational style than men. However, there does not appear to be significant evidence to suggest there is a difference in leadership style. Bennis (1993) and Moss Kanter (1975) concluded that the difference is not necessarily in style but rather the leadership context.

This information presents a clearer picture of the characteristics and challenges of traditional-aged college women with the concepts of connection, establishing identity through relationship and a tendency to be uncomfortable when called upon to compete with men reappear in the literature. An examination of aspects of institutional and peer culture
related to gender sheds more light on the experiences of women students on the college and university campus as the context of their leadership.

**Institutional Culture**

Kuh and Whitt (1988) defined culture as persistent patterns of norms, values, practices, beliefs and assumptions that shape the behavior of individuals and groups in a college or university and provide a frame of reference within which to interpret the meaning of events and actions on and off the campus. Furthermore, institutional culture is both a process and product. It is a process of the interactions of people on and off campus and a product of the history, traditions, rituals, beliefs and assumptions that make an institution unique (Kuh & Whitt, 1988).

Since institutional culture has a significant impact on how people interact on and off campus and provides a frame of reference for interpreting the meaning of events and actions (Kuh and Whitt, 1988), it is relevant to this study of the experiences of female student leaders. Clearly, institutional culture and characteristics affect the experiences of female students in and out of the classroom. Hall and Sandler (1984) wrote that "the institutional atmosphere, environment or climate also plays a crucial role in fostering or impeding women student’s full potential, academic and professional development" (p. 4).
Institutional Type

As institutional culture varies from institution to institution, campus climate for women varies with the type of institution, the character of the administration, whether or not it is a research institution, a women's college, and whether or not there are women in the upper levels of the administration (Moses, 1990). As campus climates for women vary, the type of institution and character of the administration all have a different affect on the experiences and perceptions of female students (Chamberlain 1988).

Pascarella (1984) studied different types of institutions and their influence on women students by analyzing CIRP data from 1975 and found women have lower educational aspiration levels at highly selective institutions and are negatively influenced by impersonal and unaccessible faculty. Helen Astin and Laura Kent (1983) found that women's social self-esteem was negatively affected by attendance at a public institution but positively affected by an institution where faculty emphasized liberal arts teaching goals. On the other hand, they (Helen Astin & Laura Kent, 1983) also found that female students' academic self-esteem was positively affected by attending institutions where faculty were research oriented but socialized a lot with students. Academic self-esteem was negatively affected by faculty who spent large amounts of time doing administrative work, advising or counseling (Helen Astin and Laura Kent, 1983). Smith (1989) also found that student
learning and development are affected by such institutional characteristics as the relationship between student peers and faculty and student involvement.

With regard to out-of-classroom activities, Pascarella (1984) found that women's educational aspiration levels are enhanced in institutions where traditional collegiate activities, such as an overemphasis on social activities, intercollegiate athletics and conformist student behaviors are minimized. Nonconventional and non-conformist college settings are likely to provide women with roles less determined by societal norms which dominate a more traditional college environment (Pascarella, 1984). For example, women in nontraditional collegiate environments may be more likely to encounter peers entering male-dominated professions which require more advanced academic training.

The size and nature of an institution also has an affect on the quality of life for female students. Josselson (1987) believed that "Large institutions offer fewer opportunities for students to become meaningfully involved in leadership and other positions that contribute to feelings of being connected to the campus community" (p. 14).

Baird (1969) stated that talent and ability cannot be developed unless students have a chance to practice their skills. They are more likely to have opportunity in small colleges where undermanned (sic) environments exists. Undermanned (sic) environments are those with ample room for
participation by additional students (Baird, 1969). Coeducational institutions also lack a substantial number of female role models in high level positions that would positively effect the self-esteem, confidence and support network of women students in leadership positions.

**Women's Colleges**

Tidball and Kistiakowsky's research on women who graduated from women's colleges from 1910 to 1979 infers that the women's college offers a more developmental environment to women than the coeducational institution. Out of 10,000 graduates of women's colleges, 343 attained measurable intellectual or career accomplishment compared to 116 out of every 10,000 from coeducational institutions (cited in Tidball, 1989). Tidball (1989) also found that the greater number of women at a college, the more female students become achievers and conversely, the more men, the fewer women achievers.

In Alexander Astin's (1993) study of 1300 institutions, he found that attending a women's college is positively associated with a number of student satisfaction outcomes including satisfaction with the faculty, quality of instruction, facilities, and individual support services. Further, women are not only more satisfied with college, they are more likely to complete the undergraduate degree and more likely to participate in leadership activities if they attend a women's college (Astin, 1993). Attending a women's college
also has a positive effect on all leadership outcomes including the Leadership Personality Measure, self-reported growth in leadership abilities, public speaking skills and being elected to a student office (Alexander Astin, 1993).

There is some evidence, however that the effect of attending a women's college is overemphasized. Stoecker and Pascarella (1991) analyzed CIRP data from 1971 and 1980 on the effect of attending women's colleges, controlling for other institutional characteristics such as selectivity, prestige and size, and specific precollege characteristics such as family socioeconomic status and secondary school academic achievements. This study found very little evidence that attending a women's college influenced women's post college educational occupational and economic attainment. Stoecker and Pascarella (1991) speculated that the studies which show a difference in the attainment of women who attend women's colleges may be due to difference in recruitment. In other words, brighter, more capable women are more likely to attend women's colleges as opposed to coeducational institutions.

Institutional Environments on Coeducational Campuses

Higher education has been described by authors such as Hall and Sandler (1984) as having a chilly climate because of the differences between the educational experiences of men and women which prove to be detrimental to women. Moses (1990) defined campus climate as "the total environment both inside and outside the classroom" (p. 410). Forrest, Hotelling and
Kuk (1984) agreed that the higher educational environment is not conducive to female student development "dissimilarities between males and females in their psychological development and socialization leads many women students to experience the educational climate in a harmful manner" (p. 3).

The belief that the higher educational environment is chilly for female students appears to be supported by disheartening statistics on the low numbers of female full professors, sexual harassment and date rape on college and university campuses. For example, female full professors still lag behind the numbers of men in these positions. The August 1993 issue of The Chronicle of Higher Education reported the numbers of college and university full professors with tenure as 161,765 (76.3%) male and 50,207 (23.7%) female. This lack of highly ranked women faculty results in fewer role models and mentors for female students.

Sexual harassment also appears to be a significant problem for female students in higher education with recent studies indicating up to 43% of women reported some form of gender harassment (Cochran and Frazier, 1992) and others (Pascarella, 1984; Fitzgerald, et. al., 1988) reported similar statistics. The problem of date rape also contributes to a chilly climate for women students on college campuses. In studies at St. Cloud State University (Murphy, 1984), the University of South Dakota (Jackson, 1984) and North Carolina State University (Miller and Marshall, 1987), 10-27% of women
reported being victimized in a dating situation.

Feminist scholars contend that environments on coeducational college campuses are not conducive to the development of women "because they exclude an understanding and appreciation of female development and values" (Hafner, 1989, p. 14). Both the process and product of the institutional culture of coeducational institutions are organized around male values, history, communication and interaction and may not be supportive of female students. Capra, Ferguson and Kuh and Whitt concluded that higher education is a product of male western society where values such as "an orientation toward achievement and objectivity are valued over cooperation, connectedness and subjectivity" (cited in Moses, 1990, p. 404). In an examination of single sex institutions that became coeducational, Kaplan (1978) found that the underlying assumptions at male-dominated institutions dated back to the early days of higher education and were that women made good support and companions for male leaders. According to Kaplan (1978), this assumption, coupled with women's early socialization, made it difficult even for bright, capable women to be assertive. Forrest, Hotelling and Kuk (1984) wrote that the "opportunity subsystems, support subsystems and reward subsystems in educational environments do not operate to positively shape the educational experience of women" (p. 20).
Summary

Institutional culture appears to have a significant impact on student experiences and growth and the data seems to indicate different types of institutions are more or less supportive of women. Kuh and others (1990) established the importance of institutional mission on the development of students in their study of fourteen institutions they termed involving colleges.

Stoecker and Pascarella's (1991) study which minimizes the effect of attending a women's college, measures educational, occupational, and economic attainment. These authors do not consider self-esteem, satisfaction with college life and persistence as Alexander Astin (1993) does, which drew conclusions about the positive effects of attending a women's college.

Women's colleges appear to be supportive environments for female students in many different types of activities including leadership. The numbers of female faculty and administrators as role models and mentors is significantly more substantial which probably has a positive effect on the development of female students, as does the fact that the institutional mission of women's colleges emphasize the development of women.

However, the literature is unclear as to whether or not the large, coeducational campus is detrimental or unsupportive of women. Some scholars' (Hall and Sandler, 1984; Hafner,
1989; Forest, et al., 1984) supposition that coeducational institutions are hostile to women is based on the history, values, policies and practices by which they were established which these authors contended are oriented toward men. However, no empirical data exists to support the contention that large, coeducational institutions are difficult environments for female students.

Hall and Sandler (1984) asserted that campus climate, the atmosphere or environment for women, plays a crucial role in fostering or hindering women students' full potential and academic and professional development. Institutional culture varies at each institution and factors such as size, the number of women in the upper levels of administration, whether the institution is coeducational and the relationship of faculty with students appear to be important in determining the campus climate for women. Peer cultures, separate but related to institutional culture, also play a pivotal role in the experiences of female students in higher education.

Peer Culture

The writings and research of many scholars (Astin, 1993; Coleman, 1966; Dalton, 1989; Kuh and Whitt, 1988; Kolberg, 1971; Lightfoot, 1991 Newcomb and Wilson, 1966) posit a dominant student culture on college and university campuses and its profound effect on student attitudes and activities.

Peer culture refers to the shared understandings, beliefs and behaviors of students in a college or university setting.
Although there may be many different student subcultures on a college or university campus, Kuh and Whitt (1988) defined the dominant student culture as "a set of beliefs, attitudes and values shared by all (or most) students in a particular institution." (p. 99)

**The Impact of Peer Culture on College Students**

Kohlberg (1971) stated that college students are in the conventional stage of moral thinking. That is, they conform to the expectations of their family or group regardless of the consequences and therefore are very dependent on the influence of their peers. Dalton (1988) contended that students are most influenced by their peers during the freshman year and Loevinger (1976) also found that new freshman, in the conformist stage, want to conform to group behavior, values and attitudes.

On college campuses, they come together in classes, residence halls and social activities and share a need for independence from their parents (Newcomb, 1966). This situation creates what Coleman (1966) referred to as a totally encompassing community where students strive to be accepted and which has strong power of reward and punishment over its members. Alexander Astin (1993) emphasized the importance of student cultures with regard to growth during college.

Viewed as a whole, the many empirical findings from this study seem to warrant the following general conclusion: the student’s peer group is the single
most potent source of influence on growth and development during the undergraduate years. (p. 398)

Peer cultures are so influential that students' values, beliefs and aspirations change in the direction of that of the dominant peer group (Alexander Astin, 1993).

Pascarella and Terenzini (1991) found evidence to suggest that fellow students exert greater influence on attitudinal and psychosocial areas than in learning or cognitive growth where faculty have a greater influence. They further identified areas of strong influence by peers which include political, social and religious values, academic and social self-concept, interpersonal skills, moral development, general maturity, personal development, and educational aspiration and attainment. Baxter-Magolda (1992) concluded that since female students focus on relationships and connections with others, they may be more susceptible to the influences of peers than their male counterparts.

Types and Characteristics of Peer Cultures

There are many different peer cultures on a particular college or university campus and Kuh et al. (1990) referred to them as student subcommunities. Student subcultures are unique to an institution and are "created through interactions with peers, initiated to a certain extent by institutional structure and processes" (Kuh and Whitt, 1988, p. 7). For example, these might consist of student subcommunities associated with students of color, nontraditional students,
members of fraternities and sororities, students involved in athletics, politically active students, and other groups. Pascarella and Terenzini (1991) suggested that people who participate in student activities and organizations may constitute their own peer subculture. They further pointed out that this group appears to share higher levels of educational aspiration and attainment.

Dalton (1989) believed that peer cultures are invisible to faculty and staff and are intrinsic to students, not necessarily evident in the obvious form of dress, behavior and language. Since staff are not part of student cultures, they probably do not understand all their elements nor their impact on students.

Peer cultures also influence institutional culture as a whole and may or may not reflect the values of the institution. Dalton (1989) asserted that at many institutions, peer cultures are estranged from academic life on campus. Kuh and Whitt (1988) wrote that dominant student cultures may or may not reflect institutional culture as a whole but have a significant amount of influence on institutional culture. "Student cultures also affect the climate and culture of their institutional contexts and in turn the experience of all participants in higher education" (p. 107).
The Effect of Peer Culture on Women Students

For female students, peer cultures may reward activities in contrast to institutional goals such as intellectual and career development. Holland and Eisenhart's (1990) in depth ethnographic research on 23 college women at two institutions in the South found that the student cultures they studied were organized around romance and attractiveness for women. Women students were constantly exposed to peer evaluation based on their attractiveness to men. Peer cultures did not support intellectual, academic or career pursuits for female students but rather a preoccupation with romantic relationships with men. In addition, these norms did not support relationships with other women. In contrast, male prestige and attractiveness came from attention they received from women, success in sports, school politics, and other areas (Holland and Eisenhart, 1990). In addition, Holland and Eisenhart's (1990) study may have uncovered some evidence that campus organizations offered a forum for exploring alternatives to the dominant peer culture for a few women who opposed the pressures related to an emphasis on romantic relationships.

Others (McRobbie, 1978; Lees, 1984; Eder & Parker, 1987; Dalton, 1989) agreed that student cultures are shaped by gender relationships and the physical appearance of women and does little to promote sexual equality. Freilino and Hummel's (1985) work showed that college age women struggle with wanting to be successful on one hand and desirable, feminine
and "marriageable" on the other. Bernard pointed out that college-age women are under intense societal pressure to marry and may be considered by some to be at a peak in terms of physical attractiveness (cited in Leonard and Sigal, 1989). Kaplan (1978) stated that most young women between the ages of 18 and 22 want to be attractive to men and few want to be seen as overly intelligent or capable in order to be desireable. Holland and Eisenhart (1990) found that women were quick to disassociate themselves with labels such as "brains and intellectuals" (p. 164).

Summary

Although it is impossible to generalize as to the attitudes and perceptions of women students in higher education, the evidence is clear that peer cultures have a profound affect on students, and female students are no exception. Studies on the influence of peers on adolescents and traditional college-age students are well-founded as to the significant impact of student cultures on the choices, values, decisions and behavior of individuals within these groups. It would appear that freshman and sophomore students may be more vulnerable to the influence of peer culture in contrast to upperclass women, graduate students, and nontraditional female students.

With regard to specific student cultures on college and university campuses, the information is much more complex and confusing. Clearly, many student cultures exist which
function both within and apart from the institutional culture. Student cultures influence the direction of a student's energies, values and attitudes toward him or herself, attitudes which he or she can take with them after college (Coleman, 1966). Therefore, student culture is a significant factor in the choices students make about whether or not to become involved outside the classroom and if so, in what kinds of activities and what roles they should assume.

Faculty and staff may not have an accurate perception of student cultures, observing them from the external manifestations of dress, language, activities and behavior. More information about student cultures and their affect on students of various ages and characteristics, particularly women, would be helpful in presenting a clearer picture of the experiences of female student leaders in higher education. Additional knowledge about the student subculture associated with students in student organizations would also offer a better understanding of the experiences of women in this setting.

The Status of Women in Student Leadership Positions

Despite the fact that women have gained greater access to higher education, they may not be taking full advantage of leadership opportunities in student organizations and student government. Eder and Parker (1987) stated that the classroom setting is structured and offers no meaningful interaction and therefore the out-of-class environment provides more
opportunity for interaction. Since the out-of-classroom experience tends to be unstructured, opportunities for male-female interaction is greater (Eder & Parker, 1987) and therefore more responsive to the nuances of the dominant peer culture which appears to support stereotypic gender roles.

The unstructured nature of extracurricular activities is one of the reasons Hall and Sandler (1984) believed there is more potential for situations where male and female students might be treated differently by faculty and staff. These differences might be detrimental to women in terms of their taking full advantage of educational opportunities. For example, a study by Helen Astin and Laura Kent (1983) emphasized the importance of cocurricular activities in building self-esteem and confidence, but studies show that women get less attention from faculty and staff outside the classroom. Further, Eder and Parker (1987) stated that "extracurricular activities play a critical role in determining the predominant gender values and relations within a given school context" (p. 203).

Women in Student Leadership Positions

Schwartz and Lever (1973) found that women at Yale did not want to enter into open competition with men. Both men and women mentioned the lack of women in student leadership positions. "In student government, men tend to be president and women accept the presumption of male leadership" (Schwartz and Lever, 1973, p. 61). After eight years of observing women
in student leadership positions, Leonard and Sigal (1989) pointed out that most student organizations are coeducational and males tend to hold the leadership positions. Spitzberg and Thorndike (1992) agreed and stated that except where there were substantial numbers of returning women, organizations and programs run by and for women did not stimulate great interest by students on campus. Kaplan (1978) believed that women fare somewhat better when they are not competing with men for student leadership positions.

Howard (1978) also examined the numbers of women in leadership positions in American colleges and universities in 1976 and found that the percentages of women were low, particularly in highly visible positions that are not traditionally held by women. She found that women tended to hold lower level, less prestigious positions while men dominated as student body president, members of the board of trustees and positions on the student court. The statistics in Table 1 describe coeducational institutions, small colleges with student populations of under 1,000 and a combination of the two types of institutions.

If what Alexander Astin (1993) said is true in that the situation for women student leaders has not changed significantly since his 1977 study, these figures may reflect current conditions, despite the fact that they are dated.

Leonard and Sigal (1989) drew conclusions about the status of women student leaders as a result of their research
TABLE 1  
Student Leaders, 1973-76

<table>
<thead>
<tr>
<th>Schools Reporting</th>
<th>Number of</th>
<th>% of Schools</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>% of Schools</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Coeducational</td>
<td>61</td>
<td>10</td>
<td>508</td>
</tr>
<tr>
<td></td>
<td>Under 1,000</td>
<td>40</td>
<td>44</td>
<td>100</td>
</tr>
<tr>
<td></td>
<td>Over 10,000</td>
<td>65</td>
<td>4</td>
<td>109</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>56</td>
<td>17</td>
<td>508</td>
</tr>
<tr>
<td>Chair, Student Union Board</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Coeducational</td>
<td>45</td>
<td>24</td>
<td>305</td>
<td></td>
</tr>
<tr>
<td>Under 1,000</td>
<td>24</td>
<td>59</td>
<td>42</td>
<td></td>
</tr>
<tr>
<td>Over 10,000</td>
<td>46</td>
<td>18</td>
<td>84</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>43</td>
<td>27</td>
<td>305</td>
<td></td>
</tr>
<tr>
<td>Chair, Student Court</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Coeducational</td>
<td>56</td>
<td>13</td>
<td>213</td>
<td></td>
</tr>
<tr>
<td>Under 1,000</td>
<td>32</td>
<td>38</td>
<td>37</td>
<td></td>
</tr>
<tr>
<td>Over 10,000</td>
<td>60</td>
<td>9</td>
<td>53</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>52</td>
<td>19</td>
<td>213</td>
<td></td>
</tr>
<tr>
<td>Student Member, Board of Trustees</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Coeducational</td>
<td>40</td>
<td>13</td>
<td>233</td>
<td></td>
</tr>
<tr>
<td>Under 1,000</td>
<td>29</td>
<td>19</td>
<td>41</td>
<td></td>
</tr>
<tr>
<td>Over 10,000</td>
<td>38</td>
<td>15</td>
<td>55</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>38</td>
<td>18</td>
<td>233</td>
<td></td>
</tr>
<tr>
<td>Editor, Campus Newspaper</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Coeducational</td>
<td>27</td>
<td>31</td>
<td>502</td>
<td></td>
</tr>
<tr>
<td>Under 1,000</td>
<td>18</td>
<td>54</td>
<td>93</td>
<td></td>
</tr>
<tr>
<td>Over 10,000</td>
<td>24</td>
<td>22</td>
<td>105</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>24</td>
<td>36</td>
<td>502</td>
<td></td>
</tr>
<tr>
<td>Editor, Yearbook</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Coeducational</td>
<td>20</td>
<td>53</td>
<td>440</td>
<td></td>
</tr>
<tr>
<td>Under 1,000</td>
<td>14</td>
<td>65</td>
<td>91</td>
<td></td>
</tr>
<tr>
<td>Over 10,000</td>
<td>27</td>
<td>38</td>
<td>82</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>18</td>
<td>56</td>
<td>440</td>
<td></td>
</tr>
</tbody>
</table>

Instances were tabulated in which women held these offices at least two-thirds of the time during the survey period, 1973-76. Instances of incumbency for one year were/are not shown (Howard, 1978)
in the student activities setting. They established four types of women student leaders which they termed the Women’s Leadership Matrix: 1) women who do not try to assume leadership positions, 2) male-identified women leaders, 3) women who understand women’s issues but are unable to lead and 4) women leaders who understand women’s issues. The purpose of these categories was to design leadership workshops which fit the needs of a variety of women students. They asserted that female student leaders struggled with not being taken seriously, worked harder than men to gain respect, were intimidated by male competitiveness, and feared the loss of approval if they asserted themselves.

Leonard and Sigal (1989) also observed that female students risked losing the approval of their peers when they assumed leadership positions, and reported that they angered male and female colleagues when they appeared powerful.

Becoming powerful includes developing leadership skills, initiating relationships with men and women, holding positions of influence, being committed to their education, and basing their personal and career decisions on their goals and abilities and not on their fears and concerns. (p. 237)

For the women Leonard and Sigal (1989) observed, the price of leadership was the loss of acceptance and social isolation.

In general, Hall and Sandler (1984) believed that women were less likely to seek positions of leadership and when they
did, they might find their credentials and abilities in doubt by peers in the organization. They also speculated that men play a more dominate role in meetings and in making policy decisions. Finally, Hall and Sandler (1984) maintained earlier statistics and stated that "men still hold a disproportionate number of leadership positions on most campuses" (p. 13.). They also concluded that women receive less assistance from faculty and staff in student organizations.

Student Leadership Style

Recent studies (Posner & Brodsky, 1994; Komives, 1994) about the characteristics male and female leaders in student organizations utilized the Leadership Practices Inventory to identify student leadership style. In a study by Posner and Brodsky (1994) of 65 fraternity and 96 sorority presidents using the Inventory, they found that effective student leaders were consistently viewed as "challenging, inspiring, enabling, modeling, and encouraging more frequently than their less effective counterparts." (Posner & Brodsky, 1994, p. 118-119)

They also found that the leadership practices of male and female students did not differ significantly. In their 1992 study, Posner and Brodsky found that women student leaders described their leadership skills as enabling others to act, modeling the way, and encouraging the heart. Enabling others to act was defined as fostering collaboration and strengthening others, modeling the way was setting an example
and planning small wins, and encouraging the heart was recognizing the individuals' contributions and celebrating accomplishments.

Using the Student Leadership Practices Inventory developed by Posner and Brodsky, Komives (1994) studied 34 women student leaders and found that they identified their most developed leadership skill as enabling others to act. In Komives’ (1994) study, these women scored lowest in challenging the process, defined as taking risks, experimenting, and confronting the status quo. She (Komives, 1994) did not include a group of men with which to compare their women’s responses.

However, in an earlier study of student leaders Goetz & Lecompte (1984) found that "females overrated their need for nurturance and affiliation significantly more than did males and underrated their need for dominance, aggression, and exhibition significantly more than did males" (Goetz & Lecompte, 1984, p. 59).

Role Models

Several authors mention the importance of role models, women faculty and staff in encouraging the leadership aspirations of female students. For the leaders in Helen Astin and Carole Leland’s (1991) study of a group of women student leaders from diverse fields, the most important role models were parents or teachers in high school or college. "Role models and mentors give us permission to aspire, aspire
and to act. Role models and mentors also inspire us to try to realize our greatest potential" (p.47).

Alexander Astin (1993) also found evidence that being elected to a student office is positively affected by the percentage of women on the faculty and the percentage of faculty involved in administrative work. In a case study of female student leaders, Romano (1992) learned that female role models were extremely important in the women's motivation to lead and a source of inspiration to persist. However, Rice (1990) wrote "the typical coed campus does not provide abundant women role models for women students; some observers maintain that the general environment of most higher education is unsupportive of women students" (p. 9).

Supportive Environments for Women Student Leaders

Given the fact that female cognitive development emphasizes collaboration and relationships, Forrest, Hotelling and Kuk (1984) contended that campus organizations supportive of women would emphasize "open dynamic structures rather than hierarchical ones" (p. 23). Further, an environment supportive of women emphasizes relationships, intimacy and responsibility for others. Neff and Harwood (1990) wrote that women need opportunities to practice and explore leadership that is inclusive and connected, where consultation is valued over competition and where cooperation is more important than hierarchy. This allows women the opportunity to utilize their cognitive abilities when relationships, cooperation and
connection with others is valued over competition, decision-making without the participation of others, and autonomy. Baxter-Magolda (1992) wrote

The competition for entrance to student organizations stresses individual achievement; open participation would emphasize inclusion and collaboration. The hierarchical operation of some student organizations gives leaders more power than members; heterarchical operation would increase everyone’s involvement. (p. 362)

Current campus organizations exist in a somewhat hierarchical structure. Some organizations are more influential than others and students rise through the ranks to achieve leadership of those organizations. The hierarchy is defined by financial resources, size of membership, whether or not the organization has an office and what is the extent of its influence on campus. If what Forrest, Hotelling and Kuk (1984) and Neff and Harwood (1990) said is true, this environment may not be conducive to the development of all students, particularly women.

Kuh, Schuh, Whitt and others (1991) recommended that institutions create leadership development programs for women and encourage them to assume leadership roles as a way to facilitate their involvement and therefore, their growth in college. Freilino and Hummel (1985) stated that women students must be given more opportunity for leadership. They
should be encouraged to participate in a wide range of activities and to assume leadership positions. Freilino and Hummel (1985) also recommended that women student leaders should be provided programs to assist them in acquiring skills, resources and information, and the environment to gain such experience.

Summary

Unfortunately, there is little current quantitative data on the numbers of women in leadership positions on college and university campuses. The numbers of women and the types of positions in which they are involved would be pertinent to this study. Schwartz and Lever’s (1973) and Howard’s (1978) studies are both dated enough to wonder whether or not significant changes have taken place over the last 15-20 years with regard to the status of women student leaders.

Leonard and Sigal’s (1989) observations over an eight-year period are thought provoking. However, they did not indicate any type of systematic data gathering techniques, the numbers of women they observed and why, and how they analyzed the data. Hall and Sandler’s (1984) report was gathered from studies and a call for information which resulted in individuals sending wide-spread accounts of situations and incidence. Their work on campus climate for women appears to be designed to draw attention to areas of concern for women in higher education rather than to offer an empirical study to add to the body of knowledge.
With regard to the literature on peer cultures as it relates to female students, Holland and Eisenhart's (1990) study, though intriguing was conducted on two women colleges in the south. Although other studies appear to support their findings, there is not a lot of current empirical data at this time.

Posner and Brodksy's (1992, 1994) and Komives' (1994) research offers as much current data on the characteristics and styles of women student leaders as is available and offers excellent information about how they perceived themselves. These studies, along with Goetz and LeCompte (1984) present a confused result as to whether the leadership styles of male and female students are significantly different.

Additional information about the numbers of women in student leadership positions, the nature of their involvement, the quality of their experiences, and their style of leadership, and the environment in which they serve would assist faculty and staff in providing quality educational experiences for all students.

Conclusions

The review of the literature offers several relevant pieces to this puzzle of the experiences of women student leaders enrolled in large coeducational institutions. Clearly, leadership experiences in a higher educational setting assist in the growth and development of students, particularly with regard to establishing identity,
persistence, satisfaction with college and the development of leadership skills (Pascarella and Terenzini, 1991; Astin, 1993; Miller and Jones, 1981; Morrell and Morrell, 1987). This educational setting is important to males and females but is particularly significant to women when one considers the evidence that leadership experiences have a positive effect on self-esteem for women.

The development and characteristics of college-age women are significant in that the emphasis on relationships and connection to others is a common theme in both cognitive and psychosocial development. This information relates to what some authors (Rosener, 1990; Helgesen, 1990) have referred to as a distinctive feminine leadership style.

The emphasis on relationships may also influence women with regard to their reluctance to compete with men and an emphasis on romantic relationships with men, documented by Holland and Eisenhart (1990). Although the fear of success construct as an important factor in the psychology of women is being debated, it may have more significance for undergraduate, younger women.

Institutional culture has an important impact on the people associated with it, as evidenced by the differing effects of various types of institutions on the learning and growth of students. The literature (Pascarella, 1984; Josselson, 1987) indicated that large coeducational institutions with impersonal and inaccessible faculty may be
detrimental to female student development including opportunities that encourage women to assume leadership positions. Institutional, peer cultures and the student organizational environment are separate but connected and interrelated on college and university campuses, with characteristics, individual events, and artifacts in common to both. Women's colleges appear to have a more positive affect on the success of female students (Tidball, 1989) than coeducational institutions.

The evidence is overwhelming that peer culture is a powerful force in determining the perceptions and attitudes of students, including the kinds of activities in which they choose to become involved. Peer culture significantly affects student growth and development, so much so that Alexander Astin (1993) stated that they are a primary influence. Some aspects of the out-of-classroom environment and peer cultures are outside the institutional culture and as Coleman (1966) suggested, may be in contrast to the intellectual goals of the institutions in which they exist. An example of this is Holland and Eisenhart's (1990) study which offers sobering information about the dominant peer culture's emphasis on romantic relationships for women students.

The student activities environment is a product of the institutional and peer culture and may not support women or value their contributions. Authors such as Forrest, Hotelling and Kuk (1984), Neff and Harwood (1990) and Baxter-Magolda
(1992) give examples of out-of-classroom environments which would be more energizing to women students.

Participation in student activities and assuming leadership positions is a voluntary activity in which students must have a certain level of motivation to become involved. These kinds of activities are very different from classroom responsibilities which are dictated by the requirements and norms of enrollment. Therefore, the norms and values of student cultures have a significant affect on whether or not female students choose to assume leadership positions, particularly if these positions are beyond the traditional role of female students dictated by student cultures. Further, student cultures dominate female students' perceptions and attitudes about themselves and the choices they make with regard to activities and pursuits. Female students might be struggling with issues related to personal competence and abilities in addition to approval by peers.

Though the data is unclear and many of the statistics are dated, there appears to be some disparity in the numbers of women in student leadership positions, especially when one considers types of positions and whether or not the organizations are coeducational and on large, coeducational campuses. Since many college-age women feel less comfortable in direct competition with men and feel more comfortable leading in all female environments, they are at a distinct disadvantage at large coeducational institutions.
Unfortunately, in these types of institutions, non-competitive, all female environments do not tend to be the most influential ones where the full range of experiences can be gained, abilities tested and expanded.

Given female student cognitive and psychosocial development and the institutional and peer cultures in which they function, female students may not be choosing to get involved and when active, the student organizational environment may not be entirely favorable to women students in assuming or being successful in leadership roles.

This review illustrates the complex relationships between culture, attitudes and the student activities environment, and demonstrates the systemic nature of this situation. It also indicates a need for more information about the experiences and characteristics of women student leaders in a higher educational setting. Women leaders’ perceptions of themselves, the environment in which they serve and their experiences in student organizations will provide a greater understanding of this phenomenon. Additional information about women student leaders of campus-wide, coeducational organizations at large institutions will shed more light on the issue of student culture in the out-of-classroom, student organizational setting. Knowing more about the characteristics and experiences of these women will offer more information and provide data to compare with the literature review.
CHAPTER THREE

RESEARCH METHODS

The preceding review of the literature offers pertinent information about the context in which women student leaders in student organizations on coeducational college and university campuses serve. This chapter presents the framework for a study of the experiences and characteristics of female student presidents of campus-wide, coeducational organizations at large institutions of higher education. The outline of research methods discusses who was studied and why, how data was gathered and analyzed, how trustworthiness was addressed and ethical issues considered.

Overview of the Study

This study used qualitative methods to attain in-depth information about women student leaders. Although qualitative research is difficult to define, Denzin and Lincoln (1994) wrote, "the word qualitative implies an emphasis on processes and meanings that are not rigorously examined, or measured (if measured at all), in terms of quantity, amount, intensity, or frequency" (p. 4). More specifically, the study is an educational ethnography, the purpose of which Goetz and LeCompte (1984) wrote, "is to provide rich, descriptive data about the contexts, activities, and beliefs of participants in educational settings" (p. 17).

Qualitative methods were utilized in this study because: 1) the study was intended to discover meaning in the
experiences of women student leaders, 2) context was important to the study, 3) semi-structured interviews were appropriate for a variety of reasons, and 4) the interest and skills of the researcher were congruent with qualitative methods.

The Purpose of the Study and Research Questions in Chapter One demonstrate that qualitative methods are appropriate in that I planned to explore the issues of female student leaders from their own perceptions, intuition, values and emotions. Merriam (1990) pointed out that qualitative research is most appropriate when trying to discover the meaning of something, "how people make sense of their lives, what they experience, how they interpret these experiences, how they structure their social worlds" (p. 19). By describing their experiences, perceptions and feelings, female student leaders communicated their stories of leadership in campus-wide, coeducational student organizations and the meaning it held for them.

Because the focus of the study was the experiences and characteristics of female student leaders, the semi-structured interview format appeared to be the best method of data collection for a number of reasons. In an interview format, questions can be open to yield in depth, rich responses, exploring subtleties, feelings and perceptions. If the respondent did not understand the question, it could be explained so she is able to offer a meaningful, honest reply. If a question elicits a response which might be sensitive or
personal, the respondent might have felt more comfortable sharing information with the researcher rather than writing it in a survey, particularly during the second interview when some level of rapport had been established between the researcher and the respondent.

The semi-structured interview format required that I was consistent to the original focus of the study and elicited the same information from all the respondents but at the same time, allowed the interviews to progress into areas not previously anticipated in the way that Merriam (1990) advocated. Since an understanding of the experiences, perceptions, and values of women student leaders was to be gained from this study, I did not have enough information at the beginning of the process to know all the questions that would be pertinent. The flexible quality of the interviews created a situation where "fresh insights and new information can emerge" (Merriam, 1990, p. 74).

According to Merriam (1990), since the researcher is the primary instrument for data collection in qualitative research, it should be conducted when the method is compatible with the skills and interest of the researcher. Having conducted a pilot study in the Fall of 1992 to determine the feasibility of this study, I had some level of skill in this research. That study involved two respondents in several semi-structured interviews and utilized a method of data analysis similar to that proposed in this study and outlined
in the Data Analysis section of this Chapter. The study concluded that additional research was needed and that the methodology was appropriate both in terms of the researcher and respondents who expressed satisfaction, personal growth, and self-discovery as a result of the process (Romano, 1992).

Research Design

I gathered data about the characteristics and leadership experiences of women students by conducting two semi-structured interviews of female student leaders, hereafter referred to as the respondents. The women themselves were most qualified to describe their characteristics and experiences, and to tell their unique stories about leadership.

Although this strategy was my original intention, the design of the study evolved throughout the process so that data could be analyzed while it was being gathered and new areas of inquiry could be explored. As Merriam (1990) stated, "a qualitative design is emergent: One does not know whom to interview, what to ask, or where to look next without analyzing data as they are collected" (p. 123).

For example, the first set of interviews were developed in advance but I added questions which explored pertinent issues raised as a result of the respondents' answers. I also asked questions to clarify their answers either during the first or second interview or after the second interview on the telephone.
Data Sources

The respondents in this study were engaged in leadership activities in student organizations or student government at three large, coeducational universities in the midwest, all with enrollments at or above 22,000 students. The respondents were chosen through purposive sampling which Merriam (1990) stated "is based on the assumption that one wants to discover, understand, gain insight; therefore one needs to select a sample from which one can learn most" (p. 48).

She (Merriam, 1990) also wrote that purposive sampling is similar to Goetz and LeCompte’s (1984) criterion-based sampling which establishes a set of specific criteria in advance and "the investigator then searches for exemplars that match the specified array of characteristics" (Goetz & LeCompte, 1984, p. 73). In this study, the criterion was female presidents or principal officers of campus-wide, coeducational student organizations.

Data was gathered at more than one university in order to study the experiences of female student leaders at large coeducational institutions aside from the idiosyncracies of a particular institutional culture. Common themes and experiences from women in different institutional settings have added significance in the sense that they are not simply a part of one institutional or peer culture under study but may be part of a larger social context.

I determined that three institutions was a reasonable
number because this provided cross-site data without including too many institutions to visit in a relatively short amount of time. I aimed for prolonged engagement at each institution, defined by Lincoln and Guba (1986) as:

Substantial involvement at the site of the inquiry, in order to overcome the effects of misinformation, distortion, or presented "fronts", to establish the rapport and build trust necessary to uncover constructions, and to facilitate immersing oneself in and understanding the context's culture. (pp. 303-304)

Although I strived for prolonged engagement at each institution, the study had limitations of time and money and I spent as much time with the respondents on their campuses as possible.

The institutions were chosen by contacting nine large universities in the midwest in reasonable proximity to me, within four surrounding states. Contacts were made with directors of students unions and student activities by initially writing to them about the study (see letter, Appendix A) and then calling them to provide further information, answer questions, and request information from them about women student leaders on their campuses. During this initial contact, I gave these administrators the established criteria for individuals in the study and asked for the numbers of elected women student leaders of campus-
wide, coeducational student organizations on their campuses. The telephone conversations consistently included a discussion of my definition of campus-wide, coeducational organization and more details on the established criteria. We also discussed the criteria of elected student leaders as they were not sure whether that meant elected in a campus-wide process or within their organization. I responded that either was appropriate.

My intention was to choose the three institutions which had the highest number of female students relevant to my study in order to maximize the number of respondents. Subsequently, I received information about the female student leaders on these nine campuses that were relevant to this study. The information was presented in an inconsistent manner, as the positions held by the women varied greatly. To more accurately compare the groups and evaluate which institutions had the most women who fit the criteria, I developed a chart of women presidents at these nine universities. (See Appendix B) To evaluate which three institutions to include in the study, I assigned points to different positions, depending on the visibility of the organization, complexity of the leadership positions, and level of influence on campus. For example, the student body president position was assigned four points, president of black student union, three points and so on. Ultimately, I chose the three institutions with the highest number of points which provided a significant number
of women student leaders in a variety of positions on these campuses.

After the institutions were chosen, I went back to the administrators with a list of the women presidents they had listed and asked them to identify the ten women presidents who would be most relevant to my study in terms of the established criteria. These women were written letters (Appendix C) describing the study and asking them to participate. I followed the letter up with a phone call, further describing the study, answering any questions, and asking if they were willing to participate. Those who agreed to be part of the study were scheduled for the first interview.

Although repeated attempts were made to contact the women or reschedule the interviews, some women dropped out of the study. A few of the women were never reached by telephone. Others were scheduled to be interviewed but did not show up at the appointed time and could not be contacted further. In other situations, I conducted the first interview but could not complete the second either because I was unable to reach them on the telephone or they failed to show up for the interview. Through this process, the original number of twenty five women suggested by the Directors of Student Activities on the three campuses became fifteen respondents who ultimately completed the study.
Data Collection

The interviews were conducted during the Spring Semester of 1994 and contact was continued by mail through the Summer and Fall of that year. Interview questions for the first and second set of interviews and the rationale for each are listed in Appendix D and E. During the first set of interviews, respondents were introduced to the research and the interview format in addition to being asked questions about experience, motivations and their relationships with others on campus in the context of their leadership.

The second set of interviews provided additional information on their age and birth order, their relationships with others in the organization, their feelings about competition and conflict, how they felt they changed as a result of their experiences, and their thoughts on gender and culture, and information about their career aspirations. In addition, I asked them questions that emerged from the first set of interviews.

The second set interviews had the added value of contemplation, as the respondents had more time to reflect on their experiences since the first interview. The respondents were also much more comfortable with me. After the second interview, I began to notice the women stayed and talked to me at length, appearing to be reluctant to depart. With nearly all the fifteen women, a positive rapport had developed. At that point, I began to see some duplication of data which
indicate pertinent information had been gathered.

Every effort was made to complete the interviews during the spring Semester, 1994 because many of them were seniors, were graduating and moving on to permanent employment and graduate schools. Therefore, any areas requiring clarification were asked over the telephone in conjunction with the contact that was made for the peer debriefing.

All interviews were tape recorded with the respondents' consent. The interview form in Appendix F was used to summarize the data and to record my reactions, observations, and perceptions of the respondents not included in the respondents' verbal responses. Field notes were written to record other perceptions, reactions, thoughts and ideas to explore for further data collection. These included perceptions of the institution and student organization office area, thoughts related to initial analyzation of the data, and additional questions to ask the respondents during subsequent interviews or telephone conversations.

Data Analysis

Data analysis occurred concurrently with data collection in what Ely and others (1991) described as "the cycle of ongoing data collection and analysis--that continual conjoined activity that characterizes and powers qualitative fieldwork" (p. 18). As data was gathered, concurrent analysis allowed the exploration of new questions, additional interviews with respondents or with others if it appeared further interviews
would advance the study.

Raw data was in the form of tape recorded interviews, interview transcripts (transcribed verbatim), interview forms, and field notes. To begin data analysis, the raw data was read in total to organize and become familiar with the data as a whole.

Beyond the initial reading and organization of the data, I used a unitization and categorization technique advocated by Lincoln and Guba (1985) and Merriam (1990) to analyze the data. Lincoln and Guba (1985) suggested unitizing the data, describing units as "the smallest piece of information about something that can stand by itself—that is, it must be interpretable in the absence of any additional information other than a broad understanding of the context in which the inquiry is carried out." (p. 345). In other words, a unit must be understandable on its own. If the context of the unit is necessary for a true understanding of its meaning, the context must be included in the unit. For example, the following are two separate units from the study. The first is brief,

He's (boyfriend) very supportive

The second is more lengthy

and the deal of the organization is, if you're a junior manager and you don't go on to become a senior manager, you can't be involved. It's a weird political thing, and you can't stay a junior manager
so I wanted to stay involved and I wanted to contribute more.

Though quite different in length, both units stand on their own can be understood without additional information.

I used a personal computer to facilitate the unitization and categorization processes. The software is RBASE, a very flexible database system for which I have designed an application which was written with the assistance of a database design expert. After the interviews were transcribed, the data was unitized directly on the interview transcripts and then typed into the database program, identifying a category description for each unit. Regarding categorization, Merriam (1990) stated, "developing categories, topologies or themes involves looking for recurring regularities in the data" (p. 133). This involved reading each unit, analyzing its meaning and giving that unit a name which also served as a category name and description. Because each interview was entered into the database with detailed information about who the interview was with, when and where it occurred, and other pertinent information, each unit had the respondent’s name, interview information and data associated with it in addition to the category name and category description.

As each unit was read and analyzed, it was either assigned a category which had already been developed, combining it with other units in the same category, or given a
new category name and description. Categories could be
cataloged either while the categorization was being done on
paper or while the units were being entered into the database.
The process was repeated over and over with all the interview
transcripts, until all the interview data was entered into the
computer. Nearly 6,000 units and a total of 154 categories
resulted after the first categorization. (For a list of
categories of the first categorization, see appendix G)

To combine the categories during the second
categorization, I first listed the categories in alphabetical
order with the assistance of the computer, grouped those
together which appeared to contain similar concepts and ideas,
and then assigned that new group of categories a new category
name. Then I looked through all the units of the new
categories to determine if indeed, my impression was correct,
that the categories should be combined. In some cases my
initial viewpoint was correct, in some instances it was
incorrect and that category was combined with some other
category. After the second categorization, 30 categories
remained and those are listed in Appendix H with the complete
list of categories. Two more categorizations were completed
(Appendix I and J) until 7 categories emerged from the data.
The descriptions of the categories in the fourth
categorization are listed in Appendix K.

In analyzing the data, I was also able to pull up units
based on key words contained within the unit with the
assistance of the computer program. For example, I was able to look through all the units that contained the words "self-concept" or "self-confident".

Essentially, the computer took the place of the system recommended by Merriam (1990) of transferring the units to index cards. "Each unit of information can be put onto a separate index card and coded according to any number of categories ranging from situational factors (who, what, when, where) to categories representing emerging themes or concepts" (Merriam, 1990, p. 132).

Rbase has the capacity to sort the data by category, interview, respondent, date, any one of the headings shown in Appendix L or any combination or cross-reference of those. For example, the computer could be commanded to retrieve and print all units with a particular category name from one or two respondents, or all units in a certain category that were collected at a particular institution.

The application was also designed to accommodate a number of categorizations and keep a record of the categories for each unit through all levels of categorization. Interview notes were also entered into the database and were used in writing the final report. A diagram of the database design is illustrated in Appendix L.

**Trustworthiness**

The trustworthiness of the study is established on the basis of credibility, confirmability, and transferability of
the data, interpretations and conclusions. Credibility is defined as whether or not the data, my interpretations of it and conclusions are accurate (Lincoln & Guba, 1985). Confirmability relates to whether or not the findings are based on the data (Lincoln & Guba, 1985), and transferability is the extent to which findings "may be useful in another context" (Whitt, 1991, p. 413).

**Credibility**

The goal of credibility, is "to demonstrate that the inquiry was conducted in such a manner as to ensure that the subject was accurately identified and described" (Marshall & Rossman, 1989, p. 145). In this study, I strived for credibility in several ways, beginning with prolonged engagement in the field. Prolonged engagement in this situation is an adequate number of interviews and time spent with the respondent to get accurate information about their characteristics, feelings, perceptions and experiences. Although I attempted prolonged engagement, there were limitations with regard to the number of institutions and respondents and the time frame I had to deal with in order to complete my dissertation. For example, the two interviews needed to be completed during the Spring 1994 Semester since several of the students were seniors and all of them were moving on to new experiences the following year.

Triangulation, "the act of bringing more than one source to bear on a single point" (Marshall and Rossman, 1989, p.
is another method of establishing credibility. This study attempted triangulation with two interviews over a two month time period to gather the data. Ely and others (1991) stated, "we have found that triangulation can occur with data gathered by the same method but gathered over time" (p. 97).

Member checks, a process of checking the information with the respondents in order to test the data, analytical categories, interpretations and conclusions emerging in the study (Lincoln & Guba, 1985) was also accomplished to insure that the information I recorded is accurate. Lincoln and Guba (1989) maintained that member checks were the "single most crucial technique for establishing credibility" (p. 239).

Member checks were concluded in several ways, first by asking for clarification during the interviews and summarizing the information they provided. In addition, the respondents were mailed segments of the final report relating to them and were asked to respond and clarify for accuracy. If there were differences between what I had written and what they attested as true, the report was changed according to the feedback of the respondents. I also offered them a chance to provide additional information if they thought it was important or would clarify a point. During the second interview this process was explained to them. I told them they were encouraged to provide accurate feedback, as this study is based upon their perceptions, not my synopsis of the interviews.
Peer debriefing, the process of checking with a peer familiar with qualitative research methods to remind me of the influence of personal biases, respond to decisions I make with regard to the research design, interview questions, and review data analysis, also was utilized to establish credibility. The perspective of another individual helped to ensure that the decisions I made were not based on personal bias, preconceived ideas about what the data should reveal, and a limited viewpoint but were developed to honestly discover and report accurate information.

I worked with a peer who is familiar with qualitative methods, the higher educational environment, and the value of involvement in student organizations. My peer reviewer is a PhD graduate who was also been trained in systematic methods of qualitative research, is thorough in her evaluation of research design and decisions, and data analysis, and not afraid to offer constructive feedback. I met with the peer reviewer to discuss the research questions, design and interview questions. We discussed data elicited from the interview process, member checking and data analysis on an ongoing basis. She offered advice, assistance and a unique way of approaching the project. The peer reviewer also examined the units and categorizations and offered extensive feedback as to the categories, their descriptions and the categorization process.
Confirmability

This research is intended to be confirmable, that the findings are based on the data and that the interpretations are logical (Lincoln and Guba, 1985) and objective (Marshall and Rossman, 1989). Towards this end, all tapes, transcripts, field notes, and interview forms are available for an audit of the data, analysis and interpretation. A qualified auditor could be engaged to look over the raw data, computer reports, data analysis and the final report, if requested. A detailed record of data analysis will be kept and the computer could generate reports on this process as requested by an auditor. The categories for all levels of categorization are available in the appendix for review.

Transferability

Finally, the study has the potential to be transferable, useful in another context (Whitt, 1991). By "providing a rich, thick description" (Merriam, 1990, p. 177) of the women, their characteristics, positions, experiences and the environments in which they function, others should be able to determine whether the information applies to similar situations. In addition, by gathering data at more than one institution, the study accomplishes what Merriam (1990) referred to as a "cross-site or cross-case" (Merriam, 1990, p. 177) analysis, which also contributes to transferability.

The study does not attempt to generalize to others but rather to provide a detailed account of the experiences of
these respondents. Through an in-depth study of these women student leaders, the reader has a reasonable opportunity to assess whether or not the data apply to students with whom he or she associates and their own observations of student organizations on their campus.

**Ethical Considerations**

The respondents were fully informed of the purpose and nature of the research and signed a copy of the consent form shown in Appendix M. I was completely honest with them about the purpose of the interviews and observations, how the data would be used and the nature of the study. The respondents were not deceived in any way and the study and interview questions were developed so that no harm would come to them as a result of their participation.

However, participating in the interviews may have caused these women to think critically about their experiences and motivations and there was a possibility that this activity provoked feelings of discomfort or confusion. It is my hope that reflection and discussion about their experiences as student leaders assisted them in furthering their self-awareness and personal development. Given the rapport that was established and the positive nature of the contacts that have resulted, I believe this was true for many of them. Without being asked about how she was responding to the study, Emma talked about her feelings regarding the interviews. She said, "This is so neat because I don’t think about these
things at all."

I also attempted to reciprocate with the respondents as much as possible for giving of their time and consideration during the process. For example, when I noticed an issue in which they were involved or something that might be of interest to them, I sent a note or a postcard. Unfortunately, the respondents were not located in my area and I am unable to continue offering support and goodwill. I will provide as much information to them about the study as they wish as another attempt to reciprocate for their generous time and sincere responses.

The identities of the respondents and their institutions are not relevant to this study. The respondents' names will not be revealed to anyone, and their names and the institutions have been fabricated for the final report. Efforts at confidentiality, "protecting the anonymity of the respondents and settings" (Whitt, 1991, p. 414), should diminish the possibility that the study or subsequent report will be harmful to the respondents, their organizations or institutions.

All transcripts, audio tapes, interview forms and field notes will be kept in strictest confidence. These materials might be revealed to an auditor if an audit were necessary to determine confirmability and the respondents were informed of that possibility.
Chapter Four of this report provides an account of the feelings, perceptions and experiences of the respondents. The data is presented as clearly and systematically as possible so as to engage the reader in the experiences of these students. The students "come alive" in this report through their words and phrases to illustrate and punctuate their stories. In the final chapter, the thesis draws conclusions, relating the information to the theoretical body of knowledge and practical application in the out-of-classroom setting in higher education. Recommendations for student activities and student affairs professions are offered, in addition to ideas for further research to continue gathering information about students in student organizations.
CHAPTER FOUR
RESULTS OF THE STUDY

The interviews with the 15 women student leaders elicited an abundance of data about them, their experiences as leaders and students. They also shared their thoughts about leadership, as well as its relation to gender and culture. Seven themes emerged from the unitization and categorization process (see Appendix E for a list of final categories and description). Although I changed the order of these topics slightly to present a logical, readable document, this chapter reflects those seven themes.

After being introduced to the women, their backgrounds, important role models, and aspirations for the future, the reader gains an understanding of their leadership position and experiences, including their motivations for leadership, difficulties and rewards in the organizations. A discussion of how they believed they learned to be leaders and what they learned or how they changed as a result of the experience follows. The chapter also contains information about their relationships with others; students, men in their lives, faculty and administrators, and who they turn to for support. Finally, the respondents offer their ideas about gender and culture and their relation to leadership and their thoughts about the characteristics and role of a good leader.

All the data are gathered from interviews with the respondents, does not reflect others' perceptions of them but
rather, their understanding and the meaning they gathered from the experience.

The following is an honest interpretation of the thoughts, feelings and perceptions of 15 female college student leaders. Their names have been changed to protect their anonymity.

The Respondents and Their Institutions

This section covers information about the respondents, their personal characteristics and the influence of their families on their personalities, values and choices. It also covers a brief description of their institution to provide a clearer picture of the context in which they serve as student leaders.

At the time of the interviews, the respondents were all enrolled in institutions of higher education and highly involved in leadership activities through a variety of student organizations. They were presidents or chief officers of campus-wide, coeducational organizations at three large institutions in the Midwestern United States, all with a minimum of 22,000 students. Despite the fact that the identification process was designed to minimize the degree of variation in the types of positions, the women were very different with regard to the details of their positions and organizations and their level of skill, knowledge, and experience in leadership.

Hilliary, Connie, Victoria, Karla and Jessica were all
enrolled in a large research institution in the Midwest with a student enrollment of 36,000 graduate and undergraduate students. The university was a land grant university and also had a satellite institution in a nearby city. The university catalog described it as an "institution of international stature", with competitive admissions, and 57% male and 43% female undergraduate students.

There were 750 student organizations registered at this university, and an active fraternity and sorority system with 20% of the undergraduate student population in the Greek system. The catalog stated the Greek system was the largest in the nation. From my observation after spending a considerable amount of time in the student organizations center in the union, there appeared to be a high level of organizational activity. Students in student organizations seemed to be active, empowered, and engaged in a wide variety of activities.

Several of the women from this institution spoke about the bureaucracy of the university. Hilliary said,

everything there is a bureaucratic system, and that is just the way large universities work and I don’t have patience for that. And I’d rather just go out and get the job done.

On the other hand, the students spoke of having a great deal of access to administrators and appreciated the relationship and the fact that administrators directed relevant issues and questions to them. Karla stated,
And a lot of things that I'm able to say to top people that just as a student I might not have been able to say or talk to, or even make appointments with and get them that quick, because three of the vice-chancellors, you know, know me. I'm walking down the street and they say, "Hi Karla, how you doing?"

Sarah, Priscilla, Samantha and Amanda were enrolled in an institution in the Midwest with a student population of 22,000. The University catalog claimed it was the first public institution of higher education in the state, was once the state teacher college and developed into a "major multi-purpose university".

The catalog also expressed the institution's philosophy about the out-of-classroom experience,

The University recognizes the role organized activities serves in creating educational experiences for students.

There were 250 registered student organizations and the student organizations offices were quiet with little noticeable activity in the middle of the week. Of this group, Priscilla talked about the close relationship she had with high level administrators, particularly the President of the University.

Liza, Mara, Karen, Emma, Madeline, and Alicia were all student leaders from another large research institution in the Midwest with a student enrollment of 28,000. The University catalog described the institution as a "major national research university with a solid liberal arts foundation."

The catalog also featured the student activities office which
"provides diverse and balanced social, cultural, recreational and educational programs and activities."

From my observation, many of the student organizations were classified by the students either as what they term progressive, those with leftist politics, and conservative organizations. Chief amongst the organizations in the conservative group was student government, fraternities and sororities. For example, Emma termed the organization which funded other student groups as conservative stating, "I don't mean fiscally conservative, that's okay, but politically."

With the exception of Madeline and Alicia, the women from this institution represented these active, visible organizations which would be considered progressive on this campus.

Several of the these respondents also talked about the bureaucracy of the institution, filling out paperwork and forms. Liza remarked,

I guess a few years ago someone embezzled a bunch of money from a student group and now you have to jump through like 15 hoops just to get a photocopy of something for your flyers or whatever. I suppose it's good, but it seems really complicated.

One of the respondents in this group concluded that being able to deal with the University bureaucracy should prepare her for a job in the future.

Most of the women in the study were seniors and had a number of years of experience as college student leaders. However, two of the respondents, Janet and Karen, were in either their first or second year of college and had very
little leadership experience in a higher educational setting. Although their level of knowledge about leadership varied somewhat, the amount of time in campus leadership did not necessarily correspond to their level of awareness. A noted anomaly was Mara who was very quiet and unassuming, did not view herself as a leader and did not demonstrate a great deal of self-confidence, yet had extensive leadership experience and was designated by several individuals (administrators and a student) as one of the foremost female student leaders on her campus.

For the most part, the respondents were traditional aged college students, ranging in age from 18 to 24 with only one woman being outside of this range, Mara, who was 26. Ten of the respondents were between the ages of 20 and 22. (For a chart on the ages of the respondents, see Appendix N) Of the fifteen respondents, nine were white (one of these women was Jewish), three were black, three were Asian-American, and one woman was a quadraplegic.

Backgrounds, Characteristics, and Future Plans

This section gives information about the respondents' backgrounds, their family situations, their personal characteristics as they described themselves, and their future aspirations.

Since they were not asked directly about the influence of their families, the topic was discussed at their initiative, primarily as a result the question about important influences
in their lives. As a result, the women spoke of their families to varying degrees depending on the amount of influence they perceived their families to have been. Some spoke quite extensively about their families and others very little or not at all. Those who did mention parents, grandparents, cousins, brothers and sisters recounted heartwarming, inspirational, and poignant stories. With regard to birth order, seven of the respondents were the oldest child, two were only children, two were middle children and four were the youngest child in their families.

Since the source of data is the respondents themselves, the following description of their characteristics is a self-assessment. In response to the interview questions, they described their leadership and personal attributes and they also discussed their feelings about competition, taking risks, their desire for public recognition, and their feelings of self-confidence.

**Hilliary**

Hilliary grew up as the hearing child of deaf parents and was, at a young age, called upon to deal with family responsibilities. She concluded that this experience was very influential in her life as a leader and her desire to help others. More about her motivations for leadership is written in the context of her leadership experience in the next section.

Hilliary was inspired by her grandmother, a Jewish
immigrant from Poland who came to the United States under less than ideal circumstances,

Most important is my grandmother...my mother's mother. Her story just blows my mind. She came here with her son and her daughter and her husband. They immigrated from Poland...After WWI before the Depression and they came here and they spoke Yiddish and Polish and that's it. Somehow my grandmother managed to work, she supported her family. My mom was really sick when she was a baby, that's how she lost her hearing and she (my grandmother) managed to deal with these doctors and figure out what was going on, to raise a family and also to work and take care of her husband...and she's such a strong woman...and she had no idea what America was like. She came here and she just totally, it just blindsided her. She still managed to rise above all that.

Hilliary's cousin, a woman who suffered adversity and managed to rise above it, was another influential family member. She was the victim of sexual harassment in college and this incident hampered her from graduating and, with the added obstacle of a bad marriage, caused her to have a difficult beginning as an independent adult. However, this cousin was able to finish college as a single mother and was having some success at the time of the interviews.

Hilliary was a very energetic, effusive young woman who said what was on her mind with what seemed like little thought as to the consequences. She considered herself an honest person with a good sense of humor. Because of her exuberant personality it surprised me when she said she did not always feel self-confident, that it depended on the situation. She stated she could handle impromptu situations but felt much more comfortable when she knew what to expect and could
prepare herself for a situation.

I am pretty okay with myself. If you get me at the wrong time of day or the wrong social situation, I would like to be more self-confident. Everyone looks at me funny when I say that.

Hilliary considered herself skilled at debating with others and speaking in front of small groups but was not confident about speaking to large groups of people. Although she didn’t mind debating others, she was turned off by competition, particularly when someone pitted her against someone else in a competitive situation. She didn’t mind trying to compete with herself and liked "pushing myself in my goals."

Hilliary described herself as a good listener, one who cared about helping people with their problems. In addition, she didn’t have preconceived notions about people and had the ability to relate to different types of people. This tendency to want to help others permeated many aspects of her life, her motivations, the kind of leadership activities in which she became involved, and her career goals.

Hilliary’s career aspiration was to become a lawyer in the public interest, women’s rights, children’s advocacy area. At the time of the interviews, she was applying to various law schools and had decided to go to a different large, coeducation university in the Midwest.

Connie

Connie was Asian American, very articulate when speaking about herself and her experiences and not at all reluctant to talk about her problems in the organization. Her major role
model was her mother, about whom she stated,

I just think my mom is really wise and really level-headed, and whenever I have a problem I go in to talk to her and it's always right, always right...

Although she believed she was self-confident for the most part, like Hilliary, she also indicated there were times when she did not feel as capable, particularly if she felt as if circumstances weren't going well. She concluded that her leadership experience made her feel more confident.

I think it helps me across the board, just knowing that I had run a group with a hundred plus volunteers and I have dealt with professionals and we have to make out the contracts and everything, we can get in trouble if they're wrong. It just gives me a lot of confidence overall.

Although Connie considered competition a challenge that made her strive harder and be a little more bold, she didn't always appreciate competitive situations.

At the time of the interviews, Connie was unsure as to what her professional goals were and was considering marketing as a possible career path. She had plans to take the summer following the interviews off and backpack around Europe, and in the Fall intended to do an internship.

Victoria

Victoria was also Asian American and seemed to be eager to reveal information about herself and her experiences. She appeared to be extremely motivated. At the time of the interviews, she was working in two on-campus positions, was enrolled in eighteen hours of classes, and in addition to her student leadership position, she was running for treasurer of
student government.

She listened intently to questions, responded in a succinct manner, and used few words to make a point. She seemed sure of her answers and from my observation, her communication had great impact. She described herself as sensible, with the ability to manage her time.

Victoria felt she was skilled in interpersonal communication and working with people

I just like that I'm there for people if they need me. If they need advice, if they're concerned about something, then they know that I'm there and they know that they can ask me these questions and I'll do my very best to help them.

She could also draw shy people into a conversation, something she believed to be important.

Although she didn't appreciate a lot of fanfare, she liked to be recognized on a personal level for her contributions.

I'm not a big person for mass publicity and the television crews kind of scared me, plus I look really bad on camera, but at the same time I like to feel that people notice what I'm doing and may think that I'm doing a good job.

Victoria stated that she was not self-confident because she feared the outcome of a situation might not be what she was striving for and she admitted she was probably too concerned about the outcome. If she did behave in a self-confident manner, it took a lot of preparation and encouragement. However, she made a point of discussing how important she believed it was to act as if one is self-
being confident and showing confidence are two completely different things. I may not always be confident and I may not always know what I’m doing, but I have learned that one way to gain respect and maintain respect is always act as if you know what you are doing, regardless of whether you do or not.

As was the case with Connie, Victoria was uncertain what to pursue as a career. She began her Freshman year as a chemical engineering major but switched to industrial distribution management later on in her higher education experience. However, at the time of the interviews, was considering law school in civil rights law. Her parents preferred her intention to pursue law as opposed to business, but they believed she should be an engineer.

Karla

Karla was a young African-American woman with a dignified and serious demeanor. However, throughout the interviews, glimpses of humor, warmth and enjoyment in talking about herself, her experiences and aspirations were revealed. She appeared to be very sure of herself, straightforward, bright, and capable.

Karla’s primary role model was her mother who she described as her best friend, someone who she could talk to and who she hoped to make proud of her.

As a leader, Karla believed she was capable of helping people visualize different ideas and concepts, trying to bring out the best in others. She had always been thrust into leadership positions by others who recognized her as
outspoken, willing to express her opinion, and a person with
excellent verbal communication skills. She felt very
competent about her academic and leadership ability.

Karla appreciated competition because she liked
succeeding but she contended that competitive activity also
had the result of bringing one back to reality if one acquired
a false sense of their ability.

but sometimes competition can help level you out. Even though you might succeed, you’ll start to think that hey, there’s somebody that can do just as much as I can.

Karla stated that she was totally committed to her goals
and convictions and very focused with regard to her career
aspirations. At the time of the interviews she was a senior
community health education major and hoped to work in
community health with African-American populations. Her
future plans were influenced by her concern about the infant
mortality rate of blacks in the US which was well above that
of whites and individuals in other countries as well.

because for African-Americans, the infant mortality rate is twice that of the general population of America, and that’s exactly what got me started.

She planned to do an internship in the fall and to get
involved in some leadership activities, leaving enough time
for the internship. Eventually, she hoped to attend graduate
school in public health.

Jessica

Jessica was a very attractive young woman, both in terms of her physical attributes and her persona. She appeared to
be very confident, vibrant, highly charismatic, and possessed
exceptional verbal communication skills. An African-American,
she described herself as a strong personality, an individual
who could be very influential.

Jessica also characterized herself as a risk-taker, a
person who loved competition, found it exciting and
stimulating. Further, she was confident in her abilities and
understood the value of learning through experience. She
stated,

everything you do I think you learn from and so I
welcome any challenge, and I think that I can meet
any challenge that faces me.

She described herself as creative, determined, and
straightforward, one who usually said what was on her mind.
Jessica also embraced the concept of change, for example she
pursued information and the implementation of new technology
in her field of communication. She was willing to explore new
opportunities and expressed a positive attitude,

and I’m definitely an optimist. I’m never--maybe
some people might say this is bad, but I’m not a
pessimist and I rarely entertain the negative.

Jessica shared information about her background that she
believed was influential in determining who she was to become
as a young adult. She viewed her parents as role models and
believed she benefited from their support of her in all her
endeavors. For example, her mother encouraged her to try new
things and get involved and a variety of activities in
college.
In addition to her parents, her grandmother was a principal influence in her life. She recounted,

But my grandmother never had any formal schooling but she's a very wise woman and very, very strong and I think I take after her... and she tells me "Jessica, when I came here I didn’t have anyone and a lot of things I had to deal with I had to deal with them on my own so a lot of times you have to look within yourself to find the strength you need because you can’t count on people all the time." So I remember that.

Since her parents divorced, she was raised by her grandparents and spent a lot of time with them and their friends. As a result, she related well to older people, shared their traditional values and described herself as having an "old spirit".

With respect to becoming a student leader, Jessica was also influenced by an older student who took her under his wing when she was a freshman. This young man was very involved as a student leader, well connected on campus, well respected, and a good student. She asked for his assistance in various situations and he was always ready to help. Jessica "learned a tremendous amount from him", and felt privileged to have known him.

Finally, Jessica was a young woman who was confident in her abilities, recognized her strengths, but was also cognizant of her weaknesses and strived to improve. In terms of her career goals, Jessica’s ambition was enter the field of broadcast journalism, politics, or a combination of the two. If she became a politician, she hoped to be a doer, not a
talker and she wanted people to respect her. If others didn’t agree with her, at least understand that she stood firm and that’s what was important to her. If she became successful, she planned to mentor others.

Sarah

A nineteen year old sophomore, Sarah had a high-strung personality. She spoke quickly and in a forthright manner about her first year’s experiences, trials and joys as a student leader at a large coeducational institution.

Sarah was the seventh child in a family of nine and spoke enthusiastically about her family. She was most influenced by her father who she described as very organized, and an individual who helped her set priorities.

Although she didn’t feel confident in her abilities as a high school student, she believed her leadership experiences in college improved her self-confidence tremendously. Sarah characterized herself as a perfectionist, a person who was able to say what was on her mind and tried to be available to help others. She considered herself sensitive, dedicated, motivated, responsible, and in general, a good leader. She preferred to be recognized for her accomplishments,

No, I don’t like to be in the background. Like if something I did took a lot of work, then get me up there, give a prize or something,

As a sophomore, Sarah’s future plans were not as focused on career as they were about how she would get involved in a leadership position the following year. At the time of the
interviews, she had made the decision to move off-campus so she couldn't be a leader in residence hall government but she hoped to get some other type of position on campus. She definitely wanted to get involved in something "because there's no way I could just have classes. I'd feel so empty."

At the time of the interviews she was a nutrition major and in the future, she hoped to be a leader in the Federal Drug Administration.

Priscilla

Priscilla's parents were Lebanese and immigrated to the United States when she was quite young. She was primarily influenced by her mother who, although Priscilla considered her the true head of the house, always managed to gracefully balance this independence with the traditional roles of a Lebanese wife and mother.

Watching my mother throughout the years, she's always maintained that respect to my father and for the family to respect him as the head of our house but she has truly been the head of our house...and she's just, nothing gets in her way and nothing stops her from accomplishing what she wants to accomplish and she does it with a lot of grace and a lot of style...She's a very big leader in my opinion...she is just outstanding.

Priscilla had a dynamic personality and like Jessica, possessed an abundance of personal charisma of which she was very much aware. Although she was cognizant of these personality traits she never appeared arrogant, simply confident. She believed most things came easy to her and said, "I can do things without a lot of thought in most
She spoke about the importance of self-confidence to an individual with regard to being able to accomplish things in life and be successful.

I think that (self-esteem) is a key element in anyone's personal success...If you don't have a sense of self-worth and self-confidence and a love for yourself, then no one else is and no one's going to be able to believe in you and you are not going to believe in yourself and you are not going to succeed.

Priscilla regarded herself as brash, with a lot of male characteristics, thick-skinned, a person who is not passive but willing to make a lot of waves. She loved competition and believed it made her work harder and achieve more.

She could be persuasive, a hard worker, dedicated, intelligent and said, "I'm so intense with everything that I do but I feel I bring undue stress upon myself." Priscilla maintained her convictions as a priority and was willing to stand and fight for them. She also thrived on recognition and being in the spotlight.

Priscilla planned to go into human resource administration with an emphasis on minority women. She was also interested in politics and viewed the presidency of the United States as an aspiration except for the fact that she was not born in this country and was consequently ineligible. Although she strived for this high level leadership position, she believed that a position on the United States Senate was probably a more realistic goal.
Samantha

Samantha was a thoughtful, reserved young woman, one who didn't like public recognition and preferred to stay in the background. She used few words to communicate an idea but her words were well chosen and assertive, and she was eager to express her opinion.

Samantha's parents were divorced and as was the case with many of the other respondents, her mother was very influential in her life.

We (she and her mother) used to sit out on the porch during the summer when I was a little girl and she used to tell me I can be anything I want, and that no matter what I did she'd always be proud of me, and that is something I will always remember.

She further described her mother as "a dynamic, phenomenal person with a lot of guts and a lot of glory", the person who taught her to be responsible.

Samantha stated that her grandmother was also very influential in her life. Until she and her mother moved to a different town, her grandmother cared for her when her mother worked. Although she had passed away a few years prior to the interviews, Samantha confided that her grandmother's words of wisdom and her spirit still remained with her.

At the time of the interviews, she was engaged in a job search and that circumstance caused her to be less confident at times. She had extensive experience as a manager in her student leadership positions and was very confident in her ability in that area. Samantha portrayed herself as a good
manager, a situational leader who could be domineering or forceful when necessary and laid back on other occasions. She felt she had the characteristics of a leader and said, "after all this time [in a leadership position], I think people come to me [for leadership]."

She believed she was capable of being a good journalist and manager, and proficient with graphics and computers. Because she was so confident in her leadership abilities, she could take risks in what she would refer to as her professional life but was less likely to take risks in personal situations. She believed it was easier for her to take risks professionally because of her previous success. It was more difficult on a personal level because she hadn't always been successful in some of those risks. Samantha believed that the more positive results she realized from risks in her personal life, the more confident she would become to take risks in private matters.

Samantha liked competition, not necessarily in terms of beating someone but using competition to reach greater levels of success. She also used competition to encourage teamwork in her leadership position.

Samantha was a very practical young woman and that characteristic revealed itself in her career choice. At the time of the interviews, she hoped to work for State Farm Insurance or perhaps banking, starting out from at a lower level and then working her way up. She viewed herself in
management and hoped to be a Chief Executive Officer at some point in her career. She was interested in human resource management, with an emphasis on minority recruitment and retention.

**Amanda**

Amanda, a Senior, responded to the interview in a very succinct manner, with very little depth or insight. Although she did not appear to be reluctant to respond to the questions, she seemed to want to make the interviews as short as possible and my attempts to draw out additional information were fruitless. She had a boyfriend back in her home town and traveled there almost every weekend as she did not find the campus community offered much in the way of entertainment. However, she stated that she enjoyed conversing and sharing her feelings with others and liked a variety of people.

Amanda viewed herself as very organized and straightforward and stated several times that she was a self-confident person. She felt comfortable in competitive situations although she insisted she didn’t "dwell on it" nor "go after it". However, she believed competition gave one something to work toward when one realized there was someone out there better than they.

Amanda had two career choices and hadn’t made a firm decision at the time of the interviews. She wanted to either be a family specialist in a hospital, working with terminally ill children, or own her own day care center and teach there.
Liza was twenty-four years old, a transfer student at the institution she attended at the time of her interviews, and had recently been married to an Australian man. She was very warm and friendly, admitted many times in the interviews that she was apprehensive about what others thought of her and desperately needed affirmation. In that regard, she appreciated being recognized for her accomplishments.

She could be confident, particularly about her abilities to communicate and to market herself. However, she gained confidence from someone asking her to do something, in her mind illustrating that she was competent and could do something well.

The times I’m most self-confident are when someone asks me to do something. I feel like they believe in me, I can do this.

Liza took care of her mother for seven or eight months prior to her death of cancer. Since her parents were divorced, she managed everything after her mother’s death, arranging her mother’s possessions, the burial, preparing the family home for sale, dealing with the estate and lawyers. This incident had a profound affect on her as she realized the importance of living her own life. Prior to her death, Liza was influenced by her mother’s "genuineness and grace".

Liza considered herself a risk taker in that she had traveled to foreign countries alone and had engaged in what might be considered risky behavior there. She stated that she
was particularly skilled in learning languages and in addition to English, spoke French, Spanish, Italian, and Hindi. With her language skills and desire to live a simple lifestyle not focused on material possessions, she hoped to work and travel in other countries.

She believed in her convictions, and had the ability to get others interested and involved. Liza considered herself skilled at initiating projects but not necessarily at following through. In speaking about competition, she indicated that she could be competitive, depending on the situation. She didn’t seek out competitive situations but didn’t avoid them either. She further described herself as hard working, honest, empathetic, and sincere.

At the time of the interviews she was pursuing a career in homeopathy, alternative medicine, and she viewed herself living with the poor street kids in India and using her knowledge of Hindi, or doing similar work in Latin American. Teaching literacy was also an interest, particularly in undeveloped areas where people could only hope to retain their language by reading and writing it.

Mara

Mara was 26 years old, an Asian American who had been involved in a tragic incident which was highly publicized in the university community. As a result of the unfortunate event, she was confined to a wheelchair. A physically small woman with a quiet, high-pitched voice, she had a very
powerful presence and one listened carefully to her responses.

Mara’s public image was that of a very courageous, remarkable young woman who, despite her physical limitations, was able to attain a position of leadership on campus. She believed that her public image arose from the tragic incident and may not be entirely accurate. As she saw it, it was natural that people would view her in that way, but she wondered if people really knew her aside from the publicity would they feel the same way about her. It would be more realistic if people knew her and considered who she really was rather than what happened to her in the tragedy. In my opinion, she wanted to get on with her life, preferred to stay in the background with regard to her leadership activities, and be viewed simply as herself with all that entailed, good or bad.

Mara considered her mother and grandparents role models. Her grandmother was German, her grandfather Filipino and they had an interracial marriage at a time when Mara perceived it was much more difficult than at the time of the interviews. They ended up in the Philippines where they founded a high school and had provided many children from their hometown the opportunity to go to college.

Mara described herself as quiet, she didn’t feel she talked nor expressed her feelings enough. She did not consider herself a person who took risks or was very competitive. At the time of the interviews she didn’t feel
very confident because her organization's events were not as successful as she would have liked.

Although she didn't perceive herself as a charismatic leader, she believed she had ability to find new projects, initiate tasks, was skilled at networking, writing and graphic design. She explained, "I think I have a pretty good eye for deciding what looks good, graphic-wise, for posters and stuff."

Mara was considering going to graduate school in the future but didn't have any specific career plans at the time of the interviews. She hoped to do more activist work and to travel in Latin America.

Karen

A Freshman of 18 years of age, Karen exhibited a confidence, maturity and forthright manner that appear to be incongruous with her youth.

She spoke often about a high school teacher who got her involved in activities outside the classroom and who she considered was very influential in her choice to become a leader. She was also inspired by her parents, especially her mother who "was always jumping into things".

Although she described herself as self-confident in most situations, as a younger student responsible for an organization with members well in advance of her age, there were times she felt less confident, particularly with regard to detailed knowledge about her organization. Karen described
herself as very committed, determined and proficient with organizational tasks. "I believe in what I do, so integrity is important." When asked whether or not she liked competitive situations, she responded,

I'm very, very stubborn, very determined and if competition's what's necessary to succeed, I suppose I kind of have to. But I prefer to cooperate and I always try to with other people, work together on something instead of against each other.

With regard to being recognized for her accomplishments, she didn't mind as long as the focus on her did not interfere with the issues with which she was involved. In both of these statements, about competition and being recognized for accomplishments, her commitment to the cause or issues with which she was involved was paramount to other considerations.

As a freshman, Karen planned to run for the presidency of her organization the following year. As a career "I want to organize and run global education and creativity conferences for kids."

Emma

Emma was the child of political activists.

I was raised in a family that saw not just political but community activism as part of their social obligation and duty.

One of Emma's early memories was of her marching for the Equal Rights Amendment with her mother who often held consciousness raising sessions in the family living room. Her father assigned homework outside of school, and both parents taught her to question everything and to seek answers on her own
rather than to rely on others.

For Emma, it was necessary to believe in something to work for it and she had an inner sense of drive. She didn’t hesitate to assert her opinion, debate issues with people, and could communicate well at meetings and in small groups. However, she did not feel confident in her abilities to speak in front of large groups of people.

Emma was friendly, outspoken, and intelligent but appeared to be somewhat disillusioned with the progressive political issues in which she was involved. It was difficult to ascertain whether or not she was simply discouraged at the end of a very active student leadership experience or had a tendency to view things with a realistic rather than idealistic attitude.

Emma thought of herself as a risk-taker in some situations. She believed her willingness to take risks was illustrated by the fact that the issues with which she became involved sometimes required that she take criticism from others who disagreed with her and she also put her academics on the line by becoming highly involved in political activities rather than focusing on her studies.

She didn’t mind being recognized for her leadership activities but that was not particularly critical to her. She considered herself self-confident, especially since the kind of activities in which she was involved sometimes put her in an adversarial position with others,
but it doesn’t bother me to know that there are people out there that don’t like me, because I like who I am and I’m comfortable with who I am.

She concluded that she didn’t have much experience in competitive situations but when she did, she appreciated the incentive to rise to greater levels of achievement.

Emma was thinking about becoming a professor and writing books as her life’s work. She liked the thought of a flexible schedule where one didn’t simply sit at a desk for eight hours a day. At the time of the interviews, she was waiting to hear if she had been accepted to VISTA, and she planned to attend graduate school in the future. In terms of lifestyle choices, Emma hoped to be comfortable but didn’t want to be affluent. If she did acquire a lot of money, she attested that she would donate it to worthwhile groups and organizations.

Madeline

Madeline was very lively and somewhat high-strung, a young woman who struck me as being very responsible, dedicated and capable. She had always been active as a child, teenager and young adult and prior to focusing on the position she held at the time of the interviews, the leadership of a campus-wide festival, she was heavily involved in a sorority on campus.

In describing herself, she believed she had leadership characteristics, was well organized, preferred knowing what was going on in her organization, and could be strong for others. She was an optimistic and positive individual who tried to see the good in everyone and everything. She
sometimes engaged in risky behavior, more so in her personal life than with the organization with which she was involved.

She had a lot of experience as a student in theater and pointed to "the actress in me" in describing the fact that she appreciated the public recognition that resulted from her accomplishments as a student leader. She felt as if she were fairly self-confident but thought she cared too much about what other people thought of her.

I have a healthy amount of self confidence although I do admit that I sometimes worry what other people think of me. Over the last couple of years, however, my self-confidence has grown stronger.

Madeline received a job offer at a large retail firm in their executive training program but she's not sure if she really wanted to pursue a career in retail. She has also thought of pursuing public relations and indicated that perhaps she would do so later in life. Money was not her main motivation, she was mainly interested in moving to a big city somewhere and experiencing life outside of her home state.

Alicia

Alicia was an African-American woman with an intensity and intelligence that captivated me immediately. Alicia indicated her mother and grandmother were significant role models "because they’re very effective people in what they do. They’re very direct in the sense that I am."

She was not verbose, but her words had great impact and showed wisdom and insight that belied her youth. In that same vane, Alicia characterized herself as very focused, not flashy
but moved at a quick pace and picked things up easily, a quick study. She also described herself as very confident and believed this to be important in accomplishing her goals.

    I've always felt like if I can't be assured of what I'm doing, then I'm probably not going to do it right, so I think to know what I'm doing, and once I know I know what I'm doing, I just do it.

She didn't really care whether or not she was publicly recognized for her accomplishments, the recognition of others did not appear to be a motivating factor. In fact, she sometimes found herself disagreeing with other African-American students on campus with regard to issues of importance to students of color. She was not afraid to stand apart from others despite the fact that they disapproved of her beliefs.

Alicia was also considering graduate school to study communications and broadcast. She eventually hoped to direct, starting out in TV, and then TV movies. However, in her spare time, she hoped to return to her home town to initiate programs for troubled youth.

    I'm planning to start some different programs for the youth where I come from because basically there's nothing for them to do, and that's why they all get in trouble, and I hate to hear people say, those are just bad kids. I'm like, they're not bad kids, they just don't have anything to do, so what would you do if you didn't have anything to do?

Summary

The fifteen respondents demonstrated a variety of personality types, temperaments, communication styles and personal characteristics. Most of the women who discussed
their families indicated that they were influenced greatly by them and believed their family background contributed to the development of their personal characteristics. Of the twelve women who discussed their families and the influence of and relationships with their relatives, an overwhelming number (eight) mentioned their mothers as primary role models. Three of the women described a grandmother as influential, two of them indicated both parents were role models, one woman designated her father as an individual she emulated, one woman was proud of her grandparents, and another a female cousin. Clearly, these young women were inspired by family members, particularly their mothers and grandmothers.

An overwhelming number of the respondents said they appreciated competition. They perceived it to be motivating and made them strive to do their best. Their perceptions ranged from loving it,

That [a competitive situation] just propels me to excellence, that propels me to strive all the harder,

to being comfortable and confident about it but not necessarily seeking it out.

But I think just knowing that there is that competition out there just sort of makes me a little braver because I think I have nothing to lose anyway so I might as well go for it and see what happens.

Only one of the respondents, Hilliary, didn’t like competition and was opposed to it. Although she was not competitive, Mara didn’t abhor competition nor shy away from it. Most of the respondents described themselves as self
confident, their responses ranging from exceptionally confident to having a sense of competence "for the most part".

With this confidence, were limitations. Several of the women said they were sometimes confident, sometimes not, depending on the situation. For example, some of the women were confident in leadership and not in their personal lives and others had the opposite response. Samantha recognized the importance of self-confidence to success. Madeline said although she felt confident, she wished she didn’t care so much about how others perceive her, and that she could be stronger, "really in charge".

Only one of the respondents, Mara, said she was not self confident, one woman said she’d like to have more self confidence, and Victoria stated that even though she was not always self confident, she realized that one should act as if they had great confidence.

Most of the women appreciated some sort of recognition for their contributions, two women indicated they thrived on acknowledgment. Priscilla stated,

> And I have to tell you that the biggest rush that I’ve probably experienced in all my life had to be speaking at graduating in front of all, I don’t know, 10,000 people or so. I didn’t want to give up the microphone. I had my little speech but I—-I’m like I want this all the time, it’s so great.

Four of the respondents, were indifferent toward public recognition, but they enjoyed knowing someone appreciated their hard work. Samantha, a more reserved young woman, would have preferred to remain in the background than be publicly
When evaluating their traits and behaviors with regard to risk-taking, the women had a variety of responses. Most of them were more likely to engage in what they considered risky behavior in leadership, what to them represented professional situations. In personal relationships some of them expressed the opposite point of view, that they were less likely to exhibit risk-taking behavior. Sarah, who had less leadership experience that some of the other women, described herself as more of a risk-taker personally than professionally where she feels she had more to lose. Madeline also perceived herself as more of a risk-taker in her personal life and less in leadership when it involved other people and a major campus-wide program. Jessica, Priscilla, Liza, Emma and Alicia definitely viewed themselves as engaging in risky behavior. Samantha was more of a risk-taker professionally than personally and attributed this response to the fact that she had five years of experience in similar leadership positions, and felt very confident about her abilities.

Four of the respondents planned to attend graduate school after attaining an undergraduate degree, two of them wanted to pursue some aspect of teaching, two wanted to be lawyers, both in civil rights law, two were interested in marketing and public relations, two in broadcast journalism, two considered management as a career, and two were contemplating careers in politics. Other than these duplications, the respondents’
career pursuits varied greatly including areas such as TV production, public health, nutrition, counseling, family specialist, day care center director and homeopathy.

Leadership Positions and Experiences

This section describes each respondent's leadership position and experience, including a description of their responsibilities, how their organization made decisions, how they handle conflict, and what they perceive their leadership style to be. The respondents offered a variety of their personal experiences and background information which they believed contributed to the fact that they attained leadership or chose to do so. They also responded to questions about their motivations for choosing to lead the organizations they were involved in at the times of the interviews. The respondents discussed the ways in which they motivated people in their groups, difficulties in their experiences and how they dealt with them, how they believed they were perceived by others on campus, rewards in leadership, and they recounted their most memorable experiences. These narrations will give the reader an intricate view of the respondents' experiences as student leaders.

As with all the information, the data is a reflection of the respondents' perceptions of themselves. The information is organized by respondent so that the reader can understand each woman's experience as a whole.
Hilliary recounted her experiences as a child of deaf parents as a key to being responsible at an early age and having a desire to help people. When she was four or five she started being a liaison for her parents, their deaf friends and the outside world, taking messages, and helping interpret for them. She further stated

So I've always been stepping in and doing things and helping people out of necessity. Then I got to college and it started all back up again. Then I helped with volunteer activities in Residential Life, doing leadership stuff through the residence halls and other activities and so it just sort of blossomed back up again. It started way back.

In assuming a leadership role, she initially preferred to stay in the ranks, being a volunteer, working directly for people who needed help, but at some point noticed there was a need for someone to take over

And I started seeing that a lot of time there's a need out there for a group of people and they don't know where to get started and so that's when I started stepping in and doing things. So I wasn't pushed into it but it sort of came naturally just to take over and to get enough done so that these people could eventually take over for themselves again.

In the same way, her parents acquired hearing aids and she began assisting them to become self-sufficient.

At the time of the interviews, Hilliary was the President of a student-run, student-staffed, community volunteer organization, one of the largest student organizations on her campus. She oversaw a twenty-five member board of directors who were responsible for 800-1000 community volunteers.
Hilliary emphasized that the organization was not for profit, with no political affiliations.

Hilliary was also a Residence Assistant at the time of the interviews, in one of the most challenging residence halls on campus.

Aside from the fact that they [the six residence halls in the area] look alike, it's where all the athletes go, it's where all the soon to be fraternity and sorority women are and so it's an incredible experience to RA in [the name students called this residential area].

In the volunteer organization, Hilliary was motivated by providing community service. She stated, "I'm just trying to do what's best for the community since the purpose of a volunteer organization is to listen to the community's needs."

With regard to her motivations for choosing to become a Resident Assistant, Hilliary felt she could do better than the resident assistant she had as a freshman. She viewed both positions as service oriented

Both those areas, helping other people, the RA job and VIP [the acronym for the service organization] are both community service oriented and that's where my main focus is. I wouldn't be President of the Young Business Association or something. These are areas I am very vested in.

As President, Hilliary viewed herself as an outside link to the community and the University. Unfortunately, being president took her away from the hands on experience of working with people who needed help, and helping others was what really motivated her. However, she understood that the organization needed a good leader whose job it was to
coordinate a large group of student volunteers to area agencies in the community, to be able to continue its service.

Holding the position of President gave her a new perspective of the organization, particularly the importance that the University placed on it. In Hilliary’s opinion, a group of 800-1000 student volunteers made the institution look good and she was sometimes called upon to have a visible role.

The University is coming at me and telling me I need to be at this event and that event and I need to talk to this person and say this thing and do this and talk to this...I didn’t know any of that happened.

The volunteer organization usually met in a very relaxed manner, using Roberts Rules of Order when instituting policies or voting but at regular Board meetings, this kind of formality was not necessary. In terms of her leadership style, Hilliary chose to function within a hierarchical structure. It disturbed her to think that the volunteers must report to the Directors, the Directors must report to her and there could be a limit to communication among members. She tried to communicate with everyone directly as well as have a "casual and very loose" style of interacting with others in the organization.

In making organizational decisions, Hilliary spoke to volunteers, Directors, and anyone else she thought would have relevant information. However, at times she had difficulty raising issues in which decisions needed to be made by the members of the organization. In one particularly long
session, the group got frustrated, wanted to give up, and told her it was her job to make the decision. She insisted she could not make decisions for the organization alone

Because decisions that I make will affect me, but more so they are going to affect them [the members of the organization] because it's about this organization, I'm just 1/1000 of the organization, there's 999 other people out there.

Hilliary had problems delegating to others when she wanted the task completed a certain way and she didn't trust someone else to handle it the way she would, particularly if it was something in which she was personally involved. She insisted that she didn't mind if someone else carried out the assignment in their own way but if it was not done well, she was less likely to trust the individual in subsequent situations.

She motivated her peers by being an example and trying to demonstrate a positive and upbeat attitude about situations and problems. For example, she tried not to let the University bureaucracy get her down because the members noticed her disposition and a negative attitude would create discord in the office.

Hilliary also tried to motivate others in the group by recognizing their efforts and contributions even though it might seem insignificant to her among the many issues in which she was involved. She said, "to me it's just one more piece of paper, to them it's five or six hours of work so I try to recognize when they've done something well." In relations
with volunteers, she also tried to minimize criticism by pointing out the positive aspect of their ideas or actions and asking them to explain to her some part of the idea, plan or action that she believed needed clarification or could be modified.

Hilliary prized people in the organization who had an abundance of energy, free time, and would follow through on their commitments. She preferred that the group not blindly follow her lead but ask questions and offer their opinions and, if necessary, argue and debate with her about issues. The Directors were virtually given free reign on their projects. Hilliary and her Co-Chair would step in only if they noticed problems developing or if they were asked for assistance.

There were times when her leadership positions presented special challenges and difficulties. Hilliary had a difficult time speaking in front of large groups and there were situations in the volunteer organization when she was called upon to do so. One of her most memorable experiences was when she gave a speech on health care to a large group. She was so nervous she couldn't read her notes, "I looked at the paper, and it was all Chinese and so I gave the best impromptu speech of my life."

Hilliary also had strong opinions and political affiliations but as President of one of the largest and most visible organizations on campus, she couldn't let her
political affiliations be known or be a part of her public persona. Since she didn’t want to jeopardize the organization in any way, she did her best to remain neutral in public settings.

Sometimes she was called upon to deal with conflict between people in the organization. Hilliary was, as she described it, unofficially trained in mediation techniques and had no problem dealing with conflict. However, she found it more difficult if she knew both parties and sensed that one was "doing more than his or her share to annoy the situation."

As a resident assistant on a coeducational floor with athletes and other people who sometimes expressed themselves physically, there were a few instances when Hilliary felt physically threatened. She asked for help whenever she needed it in these situations and had been assisted by male Resident Assistants when risky circumstances occurred.

If I have a problem with my floor, I want to feel just as comfortable calling another RA for assistance or my RD, my Director, than thinking I have to handle it myself because I’m a leader and I’m in charge and I have to do this by myself, my own way.

In general, Hilliary was gratified about the fact that she could seek assistance from her Co-chair and her advisor whenever she had a problem or question. She didn’t feel alone in either of the positions and "at least I have these (people) over here and we’re all in this together." She felt as if her efforts as a student leader were valued by others on campus and that others took her seriously, although she didn’t
always want to be serious, sometimes she wanted to have fun.

Hilliary’s reward was in educating other people. She appreciated it when someone told her they had learned something or that they took her advice and had positive results. It was also important to her when something in which she had been involved was successful and she knew that program or event influenced someone else and perhaps had positive results later on.

In retrospect, although being the President of the volunteer organization produced some stress in her life, Hilliary concluded that she had a lot of fun in the position and a very good experience as a student leader. She wanted to be remembered on campus as someone who "got the job done" and who "really cared about the things she was working for".

In the future, Hilliary was not sure if she would ever run an organization as large as the volunteer group. Her position was very complicated and there were extraordinary expectations from the University administration. She was also dissatisfied that she felt "very political and very bureaucratic" in the position and contact with volunteers and the people in the community who the organization served were minimized.

Connie

Connie was active in high school and when she came to college, was looking for an opportunity to get involved and enhance her business major with out-of-class activities. She
worked her way through the ranks of a student-run credit union on campus and then a friend told her about the entertainment council she was involved in at the time of the interviews. She started out as a member and worked her way up through the ranks of a student-run council, entertaining organization, which produced concerts and had a reputation for bringing alternative, cutting edge music to campus.

Connie was one of two Senior Managers who were responsible for interacting with the agents, booking the shows, negotiating contracts, dealing with the university, and coordinating the efforts of nine junior managers who oversaw the 100 members and volunteers. The organization produced approximately three shows a semester depending on the availability and cost of the acts. "We do everything, we book the shows, we promote them, usher them".

Connie appreciated the fact that she led the organization with another student because the substantial responsibilities of the position were shared. The position was very time consuming as Connie put in at least thirty hours a week, and she felt the job would have been very difficult to handle alone. The day of a show was a "phenomenally long day". Connie arrived early in the morning and contended with also sorts of problems, questions, complaints, and unplanned complications for about fifteen hours.

When she initially became Senior Manager, she felt as if she was thrown into the fire, that she didn’t have any
instruction or assistance to execute the responsibilities of
the position.

So it's hard because we're responsible for all this
money, we never had tens of thousands of dollars,
we've never had money like that before ever in our
lives...we just didn't know anything. It was
really, really rough.

The organization was very visible on campus and was often
criticized by students who thought they were not bringing
enough alternative music and pointed to other campuses which
they perceived to have had better concerts. Connie found the
visibility of the organization difficult and contended that
people didn't really understand what they did and how they
compared to similar organizations on other campuses.

The previous year, the organization ran up a sizeable
deficit and the senior managers were told by the
administration that if they ran a deficit during her tenure as
Senior Manager, the future of the organization would be in
doubt. Therefore, Connie inferred that the future of the
organization was riding on her shoulders and was troubled by
the thought of being responsible for its demise. She and the
other senior manager responded by being very careful about
their decisions.

But now we're really pretty conservative and as a
result, the shows that we've booked are sort of more
main stream and people have come up to me and said,
"oh, you know, you're selling out," and it's hard to
explain to them that it's a business too.

In addition to being careful and making conservative
decisions, she made decisions she could be committed to
despite the outcome of the program or performance. As it
turned out, she and the other senior manager did not run a
deficit for the year and in that respect, were very
successful.

The organization's advisor was under the "entertainment
umbrella" of the University, the person who booked major
concerts on campus. Connie found his advice and assistance
invaluable and appropriate with regard to having the right
balance of giving them advice while allowing them to follow
their convictions.

Connie changed her leadership style through the
experience. Initially, she tried to play a "good cop, bad cop
role" approving of people when they did a good job and
disapproving when they didn't.

I have to admit that at first I'll try to act a
little intimidating and I've got that sort of
reputation, "Don't get me mad".

But she found that people didn't really appreciate
intimidation and responded more favorably to someone who was
really interested in them and what they were trying to
accomplish. She found it much more effective to be friendly
and nice to people, to show interest in them and what they
were trying to accomplish, and to be honest with them. If
they did something wrong, she realized it was most effective
to simply tell them what they did was wrong. She stated, "so
you try to treat everyone as your equal, then I think they'll
sort of rise to the occasion."
In addition to being friendly and interested, Connie attempted to make people feel involved, that their contribution was important, and she had confidence in them. She had a profound sense of responsibility to her followers, and worked hard to make sure everyone shared their opinions in group discussion.

Concerning motivating others, Connie concluded one must use a variety of tactics with different people. One approach she used was to try to make the activity fun for the members and emphasize the rewards they acquired by being involved in the organization’s activities. For example, directors and volunteers are able to be involved in musical productions involving celebrities and might meet famous people, talk to them, or get an autograph. Stressing the importance of the organization’s reputation on campus was another tactic to help members internalize the interests of the organization. In Connie’s opinion, these methods improved the directors’ and members’ commitment to the organization and the issues at hand. Finally, she hoped that members respected her enough to follow her lead.

I’d like to be a leader in the sense that people aren’t forced to follow me, but that people will like to follow me. Where they don’t have to listen to me just because they have to, but because what I have to say is valid and important.

Connie valued people in the organization who were willing to work hard, had a good work ethic and a sense of humor. But no matter how she related to the members of the organization,
she liked to be involved in everything to make sure assignments were completed. It was difficult for her to delegate and she described herself as "a control freak". However, she realized the importance of making decisions with the people in the organization.

I'm trying more and more to be very conscious of the decisions I make, think them out a lot better, and try to see things, not just how it will benefit me or the organization, but also the people involved.

In making decisions, she brought issues to the group for discussion about the consequences of an action, particularly if she felt strongly one way or the other. If it was a situation that needed immediate attention, she was more likely to simply make a decision with the other senior manager.

In fact, Connie had a difficult time if she sensed she was being left out of something important having to do with the organization's business. For example, when she first started her position as senior manager, agents and business people called upon the other senior manager, who is male, instead of her. She believed the others worked with him because he was male and in the music industry, which she contended was male dominated, and they were reluctant to recognize her expertise. She presumed she was being closed out of the affairs of the organization so she spoke to the other senior manager about her concerns. As a result, he became more cognizant of her feelings, tried to keep her informed, and encouraged others work with her equally.
Connie was not afraid to face conflict in the organization although she admitted that it was really difficult to deal with. In fact, Connie was more threatened by avoiding conflict and preferred to confront difficult situations as soon as possible.

If you're working with someone you really don't have a choice, so I think it is just easier if you get everything out at the beginning.

Connie was motivated by "seeing something happen and knowing that I had a lot to do with it." She enjoyed being the "boss" of the organization, wanted to do a good job, hoped to pursue the music industry as a career, and had a genuine affection for the organization. Although she was internally motivated, she was also influenced by her peer group who was very active and with whom she felt she had to keep pace.

the people I hung out with tried to be really active too, so you don't want to look like a slacker, so I tried to keep up with them and keep involved.

In addition to the conflicts and challenges, Connie found the position extremely rewarding. At the time of the interviews, Connie was thrilled that the concerts were successful and the organization appeared to be financially sound.

just seeing everyone come together, seeing the show run smoothly and knowing that we’re not professionals but we’re working with professionals and we can pull it off...it’s also very fulfilling to see some big huge thing come together and know that you had a lot to do with it.

She also felt gratified when one of the Directors or volunteers let her know they really enjoyed the experience.
After her first show the tour managers commented about how well organized and professional the organization was and Connie was elated by that response.

Despite the difficulties and a period of self-doubt, she believed she had been fairly successful in the position and has a "fine memory of it." Although she was relieved the position was completed, she was sorry, in a way. She would have liked to be remembered on campus as someone who was easy to work with and laid back, yet competent and responsible.

Victoria

Victoria was actively involved in student organizations as a high school student, and became involved on her large university campus through a friend and upperclass student who helped her become acclimated as a new student. He was an officer in the Asian American Association and as their association developed, Victoria became more aware of the issues that Asian American students faced on her predominantly white campus.

At the time of the interviews, Victoria was the Co-President of an Asian American student organization, representing the views and needs of Asian American students on a large university campus. The organization had approximately 250 members.

Although her title was Co-President, Victoria was adamant about officers and members of the organization being equals. From her point of view, individuals held various positions
because of their capabilities and interests, and the officers simply had different responsibilities than the members. For example, her role as President was one of contact person and "to be there in case something goes wrong, in case somebody needs somebody to turn to--more of a contact than anything else."

In the Asian American organization, people had different labels so that they were aware of their responsibilities, "because without those, the organization would not run effectively."

Victoria concluded that in a hierarchy, members' self-esteem is crushed, they have no desire to work, and the leader loses that person's respect. Therefore, regardless of one's position in the organization, everyone's opinion was equally valued. She did not hesitate to confer with other officers in the organization when a decision needed to be made. For her, decision-making was easier when she felt strongly about the issue and it was very important. She tended to have a harder time making decisions on smaller things, especially when they were personal and not necessarily pertaining to the organization.

Victoria contended that motivating others was one of the hardest tasks to accomplish. Her primary style of motivation was to help people understand the importance of the organization's mission and how the issues affect them. "So I don't really think motivation is getting people to do
something but rather them understanding why they should be
doing it." She also approached each person differently
because they had individual concerns and interests.

In members, Victoria looked for individuals who cared
about the organization, were dedicated, interested in the
educational aspect of being involved, found friendships in the
group, and felt it was an important part of them. She also
appreciated people who really believed in what they were
doing, were willing to work, and cultivated positive change on
campus for Asian American students.

The most difficult aspect of her position was that it
sometimes appeared very little was accomplished with regard to
the rights of Asian students on campus.

It's pretty much fighting a very tough battle, it's
going uphill all the time and there never seems to
be a place where you can breathe and slide down.

She also had to explain to others in the organization the
reasons their demands were not being met by the administration
and respond to pressure to employ more radical tactics such as
to "handcuff ourselves to the administration building".

She was motivated by educating the campus of Asian
American issues and making positive change.

But to me, I've never really been one to become
involved with something just because it's a social
activity...I think that because these things are so
important to me you know, I really feel like there
is a need for some change on this campus. And
that's why I'm doing this.

Victoria was rewarded by seeing the organization
accomplish its goals, primarily bringing about positive change
for Asian American students. Reflecting on her experiences, a special feeling stood out in her mind.

It's a feeling of accomplishment, of having successfully completed a project knowing that you had the support of your members, or your organization, and achieving a goal that you have been working very hard towards...it's a feeling, it's very mixed with gratefulness that it's over, relief that you can sleep finally, a sense of accomplishment that everything went off successfully and just happiness that things worked out properly. Victoria concluded that the year had its ups and downs, was very interesting, and she thought she did fairly well. She believed she was taken seriously by others for the most part, especially if the other individual had dealt with her before and knew she was someone to be regarded highly. Then, at other times, she concluded she didn't do enough and would definitely have done a better job if she had had more time. She would like to be remembered on campus as someone who cared and did something about it.

Karla

A very active high school student, Karla said she had always been involved in cocurricular activities, especially those that involved volunteer service organizations. She was very comfortable communicating verbally, her peers recognized that she could be an effective spokesperson, and tended to put her in a leadership role because of her abilities.

At the time of the interviews, Karla was the President of the primary organization representing African American students at a large research institution. There were several African American organizations but the others were either part
of Karla's organization which acted as an umbrella group or
were not as highly visible on campus. Although Karla's
organization was associated with the residence hall system, it
was comparable to a campus-wide black student union. She
described her position as follows:

I serve as the official liaison and representative
for the [name of the organization] to other campus
organizations and administrators in Housing, and
then also serve as an advisor for the presidents of
the seven black student unions.

Although she wasn't personally responsible for specific
programs, the organizations sponsored many events and service
projects.

Karla was proud of the fact that the organization had a
lot of diversity within it's membership.

because a lot of people have the impression that in
the [name of the organization], everybody is black, when actually we have probably one of the most
diverse general assembly meetings that you will ever
go to.

She also noted that the administration called upon her and her
organization about campus issues, nominating people for
committees and awards, and anything to do with African
American student issues on campus.

Karla worked hard to emulate an interactive leadership
style, making contact with the Presidents of the other student
unions as often as possible. She often spoke to the
Presidents to offer assistance on their programs or events and
gave them feedback and encouragement afterward. She
considered it part of her responsibility as President to
praise and encourage others.

In decision-making, she did not hesitate to seek out others' opinions if she thought the information will assist her in coming to a more informed conclusion. On the other hand, if she believed she had enough information, she would carefully weigh out the pros and cons, and consider what could be gained from doing something or from not doing it before deciding.

With regard to delegating responsibility to others, Karla would have liked to improve her ability. She had difficulty disengaging herself from responsibilities, particularly if she didn't know a person well and wasn't convinced they would do a good job. She stated, "so it's hard to take a back seat and be a follower."

Despite her reluctance to delegate, she believed she was competent at motivating others. Commitment was the "number one thing" she valued in the members of her organization. To her, commitment meant that they would be willing to contribute and follow through on responsibilities. Karla didn't have much respect for students who she perceived were motivated by enhancing their resumes. In her opinion, the involvement of these individuals did not benefit the organization, they hindered the group's progress.

Karla contended that there had been a lot of conflict between members of the organization during her year of leadership. In some instances she had to raise her voice,
something she didn't do very often but something she considered acceptable in certain circumstances. The most effective way she had of dealing with conflict was to get the issue out in the open and discuss it. Although she didn't particularly like dealing with conflict, she felt it had been addressed in a fairly effective way during her tenure.

When she found herself in difficult situations, Karla turned to others for information and advice. She consulted her advisor about issues or problems that she noticed arising. In particular, Karla had difficulties dealing with racial issues on campus. At the time of her tenure as president, there was a discouraging situation for students of color on her campus which involved the Asian American students pushing the administration for a culture center of their own. Students of color and others who sympathized with their issues were united in their demands for the Asian American students, including Karla and her organization. Others viewed the Asian American's students' request as a step toward separatism.

Karla was motivated by the fact that she believed in the African American organization, wanted to see it be successful, and felt she could do a good job.

I guess my motivation [for leadership] is that I want to see it continue and I'm the type of person that's going to get the job done...It's because I care about the organization.

Karla was rewarded by seeing the organization's programs enacted successfully, either seeing an event in which people enjoyed themselves and learned something or serving the
community. She was also pleased that people other than African Americans were involved in the organization.

Being involved in this organization made Karla feel more a part of the institution, many doors were opened to her and she recognized many paths available to her professionally. She believed her contributions were appreciated by others on campus and anyone who knew her knew she was knowledgeable and responsible. Finally, she enjoyed the feeling that she has made a difference on her campus and in her community, helping people who needed assistance.

For Karla, the entire year as President and all the experiences she had would be significant, but the volunteer projects were those she most enjoyed. She had a good experience and would like to be remembered on campus as someone who cared about the students and the organization.

Jessica

Jessica had been very active as a student leader and was seeking new challenges when a fellow student told her he was considering a position as Student Trustee. The more she thought about the position the more Jessica decided it was something she was interested in as well.

At the time of the interviews, Jessica was one of two student members on the Board of Trustees, representing her large university campus and the other student representing a satellite institution in a different city. She was one of twelve members of the board including the governor of the
state, and nine state-wide elected members. Neither she nor the other student had a vote, only an advisory vote, and she represented the feelings and opinions of the students. She found not having an official vote a very difficult aspect of her position.

She ran for the position against a slate of student government candidates and was elected in a campus-wide election. During the arduous election, she outlined a specific platform, which she called her agenda, and then after she was elected worked toward these goals. However, she discovered that she was required to learn specialized information in order to function effectively on this highly political board. She explained,

and so it's very tough because I only have one year, and while I have an agenda that I have set for myself before I even became a trustee, when I was running for trustee, you have your agenda, they when you get in there you have to learn about budgets, you have to learn about capital projects, you have to learn about state funding, you have to learn about lobbying and how we play a role in the State of [name of state] and state legislation. You have to learn your role as a state representative and what you can and cannot do.

Although she had a lot to learn about the campuses, how they functioned, her role, and that of the others on the Board, she sensed she could call upon administrators and faculty for assistance.

Reflecting on her experiences, Jessica would always remember the first time she was challenged on the tuition increase at the student government meeting. The students were
angry that she had voted for the tuition increase and questioned her motives. Though it was a trying situation, she believed in what she did and contended that if she had it to do over again, would have voted the same way.

This illustrates an example of a situation in which Jessica was at odds with other students and the student government association. It was awkward when she was in opposition to student opinion and shared the administration’s point of view. She believed this occurred because as a Board member, she was privy to more information than the average student and was more aware of how the Board operated.

Because of her unique position as a student representative and member of the Board, Jessica had some very challenging experiences in her position. She sometimes found it difficult to fulfill the contrasting expectations of her by students, administrators and faculty. She stated,

And it’s a tremendously hard position that you have to play because you’re pulled from many different aspects. You have your colleagues that you sit on the board with, you have campus administrators, you have the student population that doesn’t really understand what you do or how you’re held accountable or what role you play or what the trustees are.

Jessica’s position on the Board of Trustees was of a much different caliber than any in which she has previously been involved. In addition to representing so many students and being responsible to the taxpayers, everything she said and did was subject to public scrutiny. This close examination added to the complexity of her position.
Despite these complications, Jessica was not afraid to address issues of concern to her and her constituents. For example, at the time of the interviews, the Asian American students were struggling with the administration to acquire a culture center of their own. African American and Latino students had cultural centers and the Asian American students wanted a similar program established for them. Jessica brought this issue to the Board of Trustees and continued to express her opinion despite the fact that some other trustees disagreed with her and tried to discredit her in a meeting. She remained committed to the issue even though it created difficulties for her on the Board.

Jessica accepted conflict as a part of life and recognized the fact that not everyone would agree with her nor like her in her position as student trustee. In response to the demands of her position she tried to focus on her original agenda, remain true to her beliefs, and said, "you just pick yourself up and keep going." More specifically, she was diligent in learning as much about her position as possible in a short amount of time.

I think the best defense is arming oneself with knowledge and to do it as quickly as possible, to try to align yourself with allies, people who are in your corner and who will help you to understand the issues better and who can work closely with you to let you know not only information pertaining to your job but also how people are responding.

Jessica was demanding of herself as well as of others and believed she addressed the matters she had promised to work
She appreciated honest feedback from her constituents, yet she concluded she had a certain amount of personal charisma in getting others to do what she wanted.

In decision-making she listened to as many thoughts and points of view as possible, took time to look at the facts, to determine how the issue affected people, and tried to make an informed decision. In addition to listening to others, she considered it important to provide direction and insight of which she was aware but others might not be cognizant.

Although she was sometimes on the opposing side of issues, Jessica was also praised and admired by faculty, staff, students, and other trustees. She felt rewarded by positive comments she received from students, faculty, staff and trustees about her performance. She really felt gratified when someone called out of the blue or sent a positive card or message. She very much enjoyed having had the opportunity to learn and grow in this position and hoped she made a mark on her university and state.

She described the Board of Trustees as "an experience and a half" but wouldn't have missed the opportunity. She concluded, "This has by far been the best experience I've had at the University of [Name]."

Jessica would have liked to be remembered on campus as someone who would not let issues go by if she thought there was a problem, that she was a "spoke in the wheel" of positive change, and that she made her mark on the university. She
sincerely hoped that she did a good job and ultimately, people
would benefit from her efforts.

Sarah

I chose (to be a leader in this position) because I
wanted to get involved...because I thought I wanted
to make a difference.

After running for the position and winning the election, Sarah
was the President of one of the largest residence hall
organizations on her campus, representing 1600 men and women
in two towers. Having had the experience of being a vice-
president of an organization in high school, Sarah chose to be
the president instead because she perceived that the president
did all the work.

She worked with a student board, many of whom were
resident assistants and tended to be more knowledgeable than
she about the way the administration operated. Initially,
this lack of experience and information resulted in the board
dictating to her with regard to the organization’s direction
and activities.

They [the board of the organization] decided the
previous year that they wanted to do this and so
they knew a lot more than I did and I just kind of
followed in their footsteps and they [the board]
kind of led me through it the way that they wanted
to.

Her second semester as president, she was better able to
assert herself and her own ideas because of more experience,
insight and confidence. In addition, many of the board left
the organization after the Fall Semester and she felt freer to
follow her own instincts and direction.
Although her organization was primarily involved in programming, she would have liked to be more involved in making positive change for students in their living environment. However, she did not find the students willing to address the issues with her.

I wish they [issues] were thrown at me and I didn't have to dig for them, like I feel like I'm doing right now, trying to find those things I want to change and I wish someone would come to me and say, change this.

Although she would have preferred to be more involved in issues about residential living, she was unsure of herself with regard to dealing with administrators. She was unlikely to have the opportunity in this particular organization, yet she could visualize herself becoming much more effective if she were able to serve another year as President.

Sarah's preferred leadership style was to be very task-oriented and what she referred to as "business-like" in running meetings. By "business-like", she meant sticking to a set agenda, not talking about extraneous topics, and refraining from laughing and joking around. Sarah became angry during her meetings if the board wouldn't stay on task nor cooperate with her in keeping on task. They referred to her as "salty" when she became angry and expressed her frustration during the meetings. She wanted to know more about parliamentary procedure and wished she could utilize it in her meetings.

As with many of the other respondents, Sarah found it
difficult to delegate responsibility to others, particularly during her first semester as President. During the second semester of her tenure, she was more likely to delegate responsibilities to others, had a better relationship with her vice-president, and as she recounted, "I think I’ve grown to be able to ask people to do things."

Although she didn’t feel she was able to motivate the residents in the halls, Sarah considered herself confident in motivating her board. She encouraged them by being a good example as a hard-working, dedicated leader and by providing positive recognition and encouragement.

Sarah appreciated people on her board who had a relaxed style because she tended to be fairly intense. She valued the balance that more relaxed people contributed to her organization. She also preferred people to be positive and smiling since "that helps me get through it."

Sarah admitted that decision-making was not as easy as she thought it would be. She tried to consider how people would be affected by a decision, particularly if the wrong choice were made, without thinking too intensely and becoming confused. Finally, after all the information was considered, she used her best judgement to make decisions.

There was some conflict in Sarah’s organization and she conceded that she wasn’t always very effective at dealing with it. For example, several students told her she was too blunt. If she was involved in a conflict with other members of the
organization, she had a tendency to get angry and was unable to deal with it as well as she should. In one situation that she referred to on several occasions, she was having a personal problem and asked her vice-president to conduct the board meeting for her because she felt unable to do so. Because of what appeared to be a misunderstanding, he was not able to assist her and she felt betrayed by that response. Sarah was troubled for many months by the situation but did not confront him because she chose not to share her personal problem with him. She realized that her failure to resolve the problem led to further problems.

When I think of that conflict which was never resolved, it scares me that it will happen again and so I make sure it doesn't.

Sarah felt fulfilled in this leadership position, particularly in meeting and knowing many people on campus. For the most part, she perceived that other students admired her in her leadership position and that the administration regarded her seriously in her position. She was rewarded by the fact that if people in the halls she represented had a problem, they could come to her with their concerns.

Sarah had a positive experience as President of this organization and considered it an outstanding opportunity. She stated,

Even though you go through it and it's very stressful, I look back now as if it was over and just smile. I'm just very happy.

In fact, she was disappointed that the experience was ending
and wished she could repeat it again the following year. She sensed that she would have been able to move forward with some of the residence hall governmental issues instead of being confined to programming. As she was much more confident the second semester than the first, she concluded she was growing into the position and would be much better able to confront administrators with student issues in the future.

Priscilla

Priscilla was very goal-oriented, concluded that she had reached her peak in some of the positions she held on campus, and was looking for new challenges when she considered running for the position of Student Body President. She viewed the position as the most prominent student position on campus, and one in which she could make a positive change for the student body.

And I’ve always been a leader but in the way that I go against the grain, and that’s what I was going to say. And that’s why I like being in charge.

At the time of the interviews, Priscilla was the Student Body President of a medium-sized institution in the midwest with an enrollment of 22,000 students. She was the second woman to hold the position of student body president on her campus and the election was hard-fought, with many references made to her gender and her ability to serve as a woman.

She cited several examples of how the election was heated and fought with controversy. For example, an article indicating that she was not registered to vote appeared in the
campus newspaper the day of the election. Although this assertion was erroneous, there was nothing that could be done to dispute it on the day of the election and she assumed she lost many votes as a result. Priscilla also claimed that her sexual past was introduced into the election as well.

It was one of the most bitter races I think anyone that has been here for a while will tell you they’ve seen. Again, I think it’s largely related to the personalities that ran last year. Myself and my opponent were just polar opposites and I think there was some hatred there and as things started happening and jabs here and jabs there, it just got very nasty.

Priscilla talked about the election as being a time when, for six months she campaigned very diligently. At the same time, she held down three jobs and her continued responsibilities as a student.

For six months I never stopped, when I tell you very honestly, I would go to bed at two in the morning and get up at six in the morning on a good day...I was on campus sixteen hours a day campaigning, organizing, interviewing, finding people, getting flyers together.

Despite the difficulties, Priscilla was confident, "I always knew I would win", she asserted.

After the election her opponent continued to create problems for her. He subsequently applied and was selected for the student trustee position and Priscilla felt he was constantly waiting for her to make a mistake and to criticize her publicly.

Sometimes it gets your morale down, and it’s difficult because you don’t want to let the person-- I don’t want to let [name] know that he’s gotten to me, and I don’t want the other people on the team to
know, because once you start getting down then your team members get scared, so that’s been kind of difficult.

Serious about representing her student constituency, Priscilla worked hard for student rights on campus and in the community and was, in her own words, "a very big advocate of students". Sometimes that advocacy placed her in opposition to the administration but in other instances, the administration relied on alliances with her to promote the goals they hoped to accomplish. Priscilla was proud of the fact that the President of the University counted on her support to promote important initiatives for the students and the institution.

In terms of her leadership style, Priscilla tried to be inclusive of others but had a tendency to be autocratic.

But my instincts—as I was talking about my instincts before—sometimes get the best of me and I will go off on a tangent and "this is how I want things done".

In decision-making, she attempted to include other members of student government, particularly if it was a difficult or controversial decision. She believed that when a leader is authoritarian it alienates others and the autocrat is perceived as condescending and rude. Finally, Priscilla viewed herself as a leader who "makes waves", one who went "against the grain" and was not a passive leader.

When she was choosing people to be part of her leadership team, Priscilla was attracted to those who realized that the positions would be demanding, were dedicated and responsible.
She considered individuals who would be team players and would believe in her despite her controversial personality. She also chose people who she believed could assist her in accomplishing the team’s goals and those who could be supportive of her and each other. She considered loyalty to be a key characteristic of her team members.

And so I would say those three qualities: dedication, responsibility and loyalty to the team and to me are probably the three most valuable things I looked for when I was interviewing candidates.

Priscilla had to deal with conflict in her leadership position, for example, dealing with a situation involving sexual harassment. She didn’t have a problem managing conflict and described how she dealt with it.

But like I said, I’m very confrontational and I just go to the root of the problem and I don’t waste any time. I don’t try to be real sensitive...When there is a conflict, I just go up to the person and say, look, you need to do this, this and this and this is how we’re going to deal with it and I’m very brash.

In difficult situations, Priscilla assumed she could always figure out a way to talk her way out of it.

Everyone does things wrong and they learn from them, but nothing has been so difficult that I haven’t been able to get out of it or figure a way to make it okay or what have you.

Priscilla believed that her presidency was viewed by others as positive and that she was seen as a successful leader. This knowledge served as positive reinforcement to her while she was in office, making her work harder, giving her energy, and in her own words, "makes you feel like you’re
on top of the world."

She enjoyed the notoriety, being recognized, feeling as if she was important. She stated, "so I really like having that power, It's kind of like a very big ego stroke." Her most fulfilling experience was speaking to 10,000 people at the graduation ceremony. Priscilla admitted that she didn't want to leave the stage and described it as "the biggest rush that I've probably experienced in all my life." She also enjoyed being challenged, proving that she was right and succeeding over others on certain issues. She liked shaking people up and making them think.

In retrospect, she concluded that her year as student body president was a great experience.

It's been the most phenomenal experience that I've had in my life to date. I mean it beats any love experience, boyfriend, and it's the greatest thing I've done to date.

She was thrilled with the experience and what she had been able to accomplish for students. She enjoyed being in the limelight, and this position offered her that opportunity. In fact, it was much more difficult to step down from the position at the end of the year than she had expected.

She wanted to be remembered, not as a good woman leader but a good student body president. She did not want the issue of gender to overshadow her success in the position. She hoped people recognized that she gave as much as she could to the position and that she worked hard for the students and enhanced their lives at the university.
Growing up as the oldest child of a single mother, Samantha was forced to be responsible at an early age.

Instead of being able to go out and play with all the other little girls and stuff, I had to watch my brother and help out with dishes and things like that. I never viewed this in a negative way. I saw how hard my mother worked and figured helping out was my responsibility.

She attributed this early sense of responsibility with her motivation for leadership. She found her niche in student newspapers, worked on her junior high school newspaper, became the editor in the eighth grade and head editor of the newspaper her senior year in high school.

In college, at a mid-sized institution with an enrollment of 22,000, she worked on the newspaper and became sports editor. Her senior year, she became editor-in-chief, a goal she had since her freshman year. About her position, she said, "I like all the aspects of the job and it’s exciting."

Samantha did "about a hundred million things a day" and loved it. She was responsible for the budget, student employees, formulated editorial policies, and hired and fired other students who worked for the newspaper. She helped the other departments and editors set goals, monitored their progress, gave suggestions, and in general, provided overall direction for the newspaper. Samantha described her responsibilities,

if anything goes wrong, it’s all on my shoulders. If anything goes right, it’s not on my shoulders. Kind of one of those things. This doesn’t bother
me. I like praise, but it’s not 100% crucial as a motivator.

Samantha mentioned that she had a lot of power in the organization. By power, she meant that she functioned pretty much on her own and had a lot of autonomy. She had the authority to pull an ad or story, hire or fire someone on the staff, and could take a "radical stance on something and do something different". She reported to the Publications Board which really didn’t have authority over her other than to fire her if she wasn’t doing her job, which was making sure the newspaper was published every day of the academic semester. The Publications Board had more authority in fiscal matters than in personnel decisions.

Samantha described herself as a situational leader and determined that one must use different approaches and styles in various situations.

I take each situation and apply different styles to it, just because I think you have to be sensitive to people and some situations may call for you to lay down the law, others may require you to get input first, and things like that. People react better if you approach them as an individual with feelings.

She set ground rules and policies with her staff in the beginning of the year and worked with her editors to come up with those.

In decision-making, Samantha relied on careful analyzation, weighing the pros and cons of a particular circumstance. If the situation called for it, she gathered information from others but maintained that was not always
Samantha believed one must be motivated herself to be able to motivate others. "You have to show people you are enthusiastic." Being enthusiastic about the task at hand included coming in late at night to work on a project if necessary. To motivate others effectively, people must be approached as individuals because they all have different personalities.

Samantha also used pragmatic methods of motivating such as rules and regulations about missing meetings, "style quizzes" with a ten dollar prize each semester, and bringing treats to meetings. She realized the treats, in this case, Ding Dongs, weren't the reason people came to meetings but it was her way of saying thank you.

The most important quality of subordinates, in Samantha's opinion was honesty, people who were willing to tell her when there was a problem or if they disagreed with her. Something that greatly disturbed Samantha was when someone had a problem with her and she heard about it second hand. She believed this kind of communication created tension and wasn't good for the work atmosphere. She also appreciated people who were motivated and those who went above and beyond their basic responsibilities. Samantha had no problem dealing with conflict in her organization because she was raised to believe conflict is just a part of life and that one had to confront those kinds of situations often. If there was a disagreement
between people in her organization she attempted to get communication going and then acted as a mediator. In these situations, she was careful not to pay too much attention to hearsay but tried to talk to the people involved and encouraged them to open up to one other.

For example, when people telephoned because they disagreed with something she had written in the paper, Samantha treated them as diplomatically and fairly as possible. Samantha received many letters and cards from the campus community, commenting on what she wrote in the newspaper. She responded to this feedback in a favorable manner and perceived that people on campus appreciated her contributions as a student leader.

Samantha was most rewarded by seeing a paper coming out every day, particularly when it looked good. She also enjoyed the opportunity to "have that room to grow", to sharpen her communication and computer skills. She valued the freedom to try new things without the threat of being fired or suffering the consequences one might be faced with in a professional position. She also appreciated the salary she earned as Editor-in-Chief.

One of Samantha’s most memorable experiences was when she was covering the men’s basketball conference championship and her institution’s team won the tournament.

It was the last game of the season and [institution name] had to win this last game to clinch the conference title. It was an up and down season and Coach [Name]’s last, with rumors of coach-player
problems. When the team was cutting down the nets, the PA guy played "We are the Champions" by Queen. I’ll never forget that moment and often look to that moment for inspiration. Every time I’ve gotten down about something, about work or whatever, I thought of that moment, and how they went through a lot, all the practices, all the screaming by the coaches, if they can make it, then I can make it. I’ve always carried that in my head.

She concluded that she had a great experience and hoped to be remembered as someone who cared very much about the university.

**Amanda**

Amanda wasn’t very active in high school but when she came to college, a friend told her about the special events committee and she joined as a volunteer. At the time of the interviews, Amanda was Chair of a major events programming organization on a mid-sized midwestern university campus. The organization planned campus-wide events such as homecoming, spring festival and similar kinds of activities. Elected by the members of the organization, she assumed she was elected to the position by default because the year she ran there was no one else interested in the position.

Although she worked her way up through the ranks and eventually became chair in a logical progression, she confessed that "sometimes I feel like I was roped into it because I was the only person who wanted to do it." She felt good about being in the position, that she’s doing something to help others, and stated, "that makes me feel good about myself."
The organization was composed of three subcommittees and her job was to make sure that all the individuals in these groups had the assistance they required and accomplished their assigned responsibilities. Amanda’s position indicated that she work with the university programming board and the student life office but she had very little other contacts outside the organization or the university. She viewed her position as "pretty laid back", meaning that it was not complex or complicated, in her opinion.

Amanda was changing the way her organization made decisions by ensuring that everyone had specific responsibilities and were part of the decision-making process. Her group discussed issues and then voted on what they considered the best course of action. Personally, she made decisions by weighing the costs and benefits and making what she considered the best choice after analyzing the situation. She also consulted with her roommate who she trusted to be honest despite how she thought Amanda wanted her to respond.

Amanda would have liked to be able to delegate more as she had a tendency to do things herself rather than ask someone else to do them. The result was that she has too much to do and others in the organization didn’t have enough. She was striving to get others move involved in responsibilities and decision-making.

Motivation was a problem in her group since some
individuals in the organization were not willing to work as hard as others. Amanda sensed that if effective discussion occurred and ideas were generated, people would become excited and were more likely to be motivated by their own ideas. In followers, Amanda valued people who were energetic, willing to work and someone who was excited about the organization and its programs.

Amanda insisted that there wasn’t too much conflict in her organization, though she sometimes had a difficult time getting the committees to work together. When they did experience problems, she approached them in a straightforward manner, discussed the situation with the people involved, and acted as a mediator.

As with many of the other women student leaders in the study, Amanda was rewarded by seeing the events occur successfully. She also enjoyed being recognized by her peers as the person who is responsible for these campus-wide events.

What’s most rewarding is when the event goes well and everybody’s like, this is really cool, this went really well, I can’t believe we did this, and I’m like thanks, I had something to do with [it].

She enjoyed working with the students on other committees, interacting with them, learning how they did things and how she might improve the operation of her organization.

Amanda had a good experience as leader of this special events organization and hoped to be remembered on campus as someone who got things done, was responsible and dependable. She believed she was perceived positively on campus as a
result of her contributions as a student leader and the individuals in her organization who came to her for advice and assistance. The experiences that stood out in her memory were the events planned by the organization and whether or not they were successful.

Liza

Taking care of her terminally ill mother and then handling all the legal and practical arrangements after her death had a profound effect on Liza. An active student in high school, she attended another college her first two years and was very involved there. She described her participation, "since I started college when I was 18 and even before that, I've been really active, especially in progressive politics."

After transferring to the institution she attended at the time of the interviews, Liza became involved in leadership activities on this new campus. She referred to herself as the principal contact person or co-chair for a Central American educational and political action organization, whose primary purpose was to bring speakers to campus to educate people about the political situation in Central America.

Liza's group could be considered one with progressive politics and as Liza admitted, did not function within a formal structure. She was one of one or two other principal people in the group who called meetings, scheduled speakers, and produced publicity. As the principle contact person, she signed university forms and paperwork, wrote and submitted a
budget, and gradually assumed more and more responsibility until she found herself in this leadership role.

Liza explained that Central America was not in the political limelight that it had been ten or fifteen years prior to the interviews. Interest in her organization, which used to be extensive, had diminished and reflected the media coverage of the political situation in Central America. However, they still attracted a number of people to their events as there remained people in the area who were interested in Central American issues. In addition, Liza stated the organization had been trying to broaden its focus on other areas in Central and Latin America, such as the political situation in Cuba, and had been experiencing some success in doing so. Speaking about whether her organization made a difference in the community, Liza stated,

> Sometimes I feel like all I've done is brought speakers here and people have listened to them and then gone back to their apathetic holes. But I believe too, there's always a few minds that get turned.

However, she didn’t feel she had a similar level of leadership at the new institution and, like Amanda, believed she was elected by default. No one else was interested in assuming the leadership of the organization at the time she became the leader.

Liza affirmed she was definitely motivated by the cause of her organization and creating forums where the entire campus could be educated on issues of concern to her.
I know that the things we work for are worth working for and that’s really all I need to know to make me work really hard. There is still a lot of work to be done.

As a leader, Liza had a difficult time asking others to take on responsibilities and sometimes preferred doing things herself rather than having to deal with developing teamwork and coming to consensus. She found it easier to do things herself especially since she tended to be a perfectionist and a "little possessive about things". However, she tended to be critical about that aspect of her personality. Liza realized that by doing everything herself she made others in the organization feel as if they were not needed. As an individual who needed affirmation from others, she also lost opportunities for confirming relationships with others in the context of teamwork and mutual support.

Liza didn’t believe she was very skilled at motivating others and could have done better with regard to keeping people involved. If people weren’t engaged in the organization’s activities, "they fade away, after they’re inspired they don’t have anywhere to go with that and they drop back."

To motivate others, Liza offered a lot of affirmation and support and tried to increase their commitment by letting them know what they were doing was important and relevant. She also made the activities fun for the members of the organization and tried to push them without letting them know they were being pushed. Finally, Liza considered it important
to lead by example.

The Central American organization made decisions by discussing matters of concern, which usually involved whom to bring as a speaker and how much to pay them to speak. For the most part, they agreed on issues and decisions were made easily. At times, Liza made minor decisions about the organization without consulting others, she simply decided and implemented her best judgment.

According to Liza, conflict was handled in an unsatisfactory manner. It was not brought out into the open, rather, "they [the problems] sort of go away for a while and work themselves out. We don’t really deal with them." Liza would have preferred to handle conflict more openly but others in the organization were uncomfortable with that approach. Liza was fulfilled by educating, raising awareness, inspiring others, and "watching the rare person grow". She was overjoyed when people who were doing a class assignment came to her and wanted to know more about the issues in Central America. Liza provided information to which they would otherwise not have had access. Although she found it challenging, Liza enjoyed being the spokesperson for the organization when she was called to speak to high schools or classes about Central American issues.

She was also rewarded by seeing the organization’s events take place in a positive manner and feeling as if there was some kind of impact because of them. She also liked
organizing the programs and appreciated being in the presence of other leaders.

Basking in the presence of someone you really admire is great, and you do have the opportunity to do that if you’re considered a leader yourself in some piddly way. I’ve been greatly influenced by other leaders within my own cause.

Liza would remember the successful events she was responsible for presenting to the campus community during her time in the position. However, she was somewhat disappointed that the community had lost interest in the organization and sometimes doubted whether she did enough to prevent that wane of interest in the Central American political situation.

If she were to be remembered, she would have liked to be thought of as a gentle leader, a person who had a unique style, and one who inspired people. As much as she was recognized as a leader, she felt she had a good experience.

Mara

Although she wasn’t active in student organizations in high school, Mara’s travel in Central America motivated her to become involved in organizations in the United States that brought attention to the political situation in those countries. Explaining her incentive, she said,

because I was there and saw the kind of violence that goes on, and was in contact with people witness their strength. It’s very inspirational and it motivates you to continue working for social justice here.

Since becoming involved in leadership, she broadened her focus to more than one organization and was motivated by
"bringing speakers to campus and gathering what insight you can from people while they're here on a personal basis."

At the time of the interviews, Mara was Co-Chair of the University Lectures Committee at a large research institution in the midwest. Her name was submitted for appointment to the position by the student body president and she believed he forwarded her name to the student government committee because she was considered to have leftist politics and the president was trying to balance another appointment of a more politically conservative student. She was also involved in the same Central American educational and political organization in which Liza was active, and saw the lectures committee position as an opportunity to test her skills in other areas.

Lectures committee brought popular and educational speakers to the university with a campus-wide focus, so programs were not limited to a political theme or special interest. When she assumed the position, she didn't feel confident in her ability to succeed in the position, but really wanted to make the organization work, to get people motivated and excited. As a leader, she didn't view herself as particularly organized and felt responsible if things didn't go well for the organization. With regard to this organization, success was measured by the number of people in attendance for the lectures.

However, as a student leader, Mara had extensive
experience bringing speakers to campus, and others in the campus community viewed her as a valuable student leader. Her name was mentioned to me by several individuals (administrators and students) as a person who would fit the profile of the study. According to Mara, her experience as a leader was more about doing the tasks and taking on responsibilities others would not assume. She didn’t perceive herself as high profile leader or one who was especially dynamic or inspiring, nor as someone who provided a lot of direction to others. Mara was a quiet leader and had a unique perspective because she managed her organization, its programs and activities from a wheelchair.

Mara determined that motivating others was her most difficult task because she regarded it as "getting people to do what they don’t want to do", so she did much of the work herself. In the past, she had criticized others when they didn’t fulfill their responsibilities. When the group members responded negatively, she tried a softer approach, convincing people they should complete their assigned tasks and nudging people into doing more. Mara concluded that motivating others required a lot of energy and it was almost easier to do the jobs herself. She appreciated people in the organization who were willing to work, especially if they had relevant experience.

Mara maintained a deep sense of responsibility to the Committee and was reluctant to make decisions without
consulting the others in the group. If she didn’t agree with the decision, she was willing to stand behind it and "put a good face forward to the outside world." When she made a decision on her own, she kept the best interests of the committee in mind.

At the time of the interview, Mara was feeling very disillusioned about the organization. She was disappointed by some of the programs in that she assumed their lectures ought to be better attended since the organization was funded by student activity fees. She was dealing with negative responses to the events because too few people were attending the lectures, conflict in the organization, and other difficulties. Mara admitted she was uncomfortable with and avoided becoming involved in conflict within the organization. She simply did not understand how her involvement would be helpful in a personality conflict between other people.

Mara was rewarded by her efforts when an event was executed well, there was a substantial audience and people seemed to learn from and were entertained by the lecture. She enjoyed the accomplishment of bringing speakers to campus. "It is fun to see an event come out really well, to have a big audience and to think that I really helped make this happen." She also enjoyed having contact with the speakers, especially if they appreciated her efforts as well.

One situation that stood out in her mind involved a speaker who became interested in her and invited her to dinner
the next evening after his lecture in a neighboring city. In that situation as well as others, she was not sure if he was really interested in her or the tragedy in which she was involved that resulted in her being confined to a wheelchair. That devastating event was highly publicized and gave her a high degree of notoriety. Mara would most like to be remembered on campus as someone who brought lectures to campus and educated people on a variety of issues rather than the tragedy she experienced.

Karen

Karen was profoundly influenced by a high school teacher who got her involved in social issues and organizations. She helped him organize conferences for grade school children, was involved in Amnesty International, and an environmental group. After graduating from high school, she enrolled in a large midwestern University and discovered that there was no Amnesty International Chapter there, so she started one.

At the time of the interviews, Karen was a Freshman and the President of Amnesty International on her large university campus. She was very nervous about the first meeting but as it turned out, there were so many people in attendance, the room was not adequate in size. As President, Karen spoke to a room full of people, many of whom were older than she, and the first bit of information she shared with them was that she was a freshman.

Four months after she started the organization it had
sponsored a variety of programs, had grown to 147 members, and had been allocated a $2,500 budget for the following year. Their activities included a human rights forum, setting up information tables on campus, participating in a vegetarian food festival, letter writing, guest speakers, a benefit concert, and an international talent show.

Karen's responsibilities were to plan and implement the group's programs and activities with the help of members of the organization. Many times, she was the only person who knew exactly what was going on and she shared news and information at the meetings. She also acted as a liaison with other groups and with the university and made contacts for whatever needed to be done. Since Amnesty had been active in the past, the organization received a great degree of support from the community. At times, Karen had problems when people expected more of her than she was capable of at that point in her life. For example, she didn't always know extensive information about Amnesty nor was she aware of the intricacies of the University system and how it worked.

Me being 18, sometimes I don't even know, so they don't realize I'm a freshman here and that if I was like a sophomore or a junior I'd know a little bit more about what's going on around campus and things. She also had problems with the administration in the Union, not opening meeting rooms, and not allocating Amnesty a desk space in the area for student organizations. In difficult situations, she found others in the organization willing to give her assistance.
Karen felt comfortable handling conflict, depending on the situation. She advocated discussing the problem so that everyone understood one another's point of view, and then either coming to some sort of compromise or standing firm on one side of the issue or the other.

Karen sometimes tried to do things herself rather than delegate but soon realized she couldn't do everything herself. As a result, she stated that members of the group worked together, both men and women assisted with projects, rather than one person taking everything on.

In decision-making, the group discussed the issue and then determined the best course of action. Karen believed the person doing most of the work on the project should have the most influence on the decision.

As president, I don’t want to be like in charge and coerced into deciding things that I might not feel as authoritative on, so people know a lot more about different issues that we’re thinking about or projects we’re working on than I do.

She was motivated by the mission of Amnesty

I think Amnesty's a good organization, it accomplishes a lot throughout the world. You can see the influence it makes through getting letters back from Amnesty that this person was released from prison. You know that it's definitely had an effect.

With regard to motivating others, Karen maintained that the issues spoke for themselves. "Usually the information that we get from Amnesty is enough of a shock treatment to motivate people into doing things." She was adverse to bringing food to the meetings as a way of motivating people to
participate. The people Amnesty worked for many times did not have enough food to eat.

Karen appreciated people in the organization who seriously considered the issues and were committed to the mission of the organization. Fortunately, most of the people in the organization were involved in a genuine way.

Karen enjoyed meeting and learning from many wonderful people with whom she came in contact in her leadership experience. She believed she was doing something positive with her time, accomplished the goals of her organization, and enjoyed being involved with the events of the campus and community. She believed that she was taken seriously by others on campus and that her efforts as President of Amnesty were appreciated by the community. However, she wished she could have done more and always imagined other events and campaigns she could have been implementing for Amnesty.

All in all she had a good experience, felt "happier because of doing it", and would like to be remembered as the person who re-started Amnesty which continued long after she left the university.

Emma

Emma was also interested in making positive change through her activity in progressive organizations such as women's organizations and an environmentalist group. Originally, she was influenced by her parents, political activists who involved her in their activities and required
that she read thought provoking material. She was on her first march as an eight year old and described the event,

One of my earliest childhood memories is the first march I went on when I was eight with my mom up in Illinois. Then we took a train with just a lot of women's righters and their daughters to the march in Chicago for the Illinois passage of the ERA in 1980 and there were so many women there and they were speaking and marching. That really had a profound impact on me to see that amount of women, there were men too, but people together trying to do something.

Most of her student organization involvement occurred in college when Emma found time to lead several activist groups. Emma held various positions on this large university campus, she was President of the environmental group, Vice-President of the area Civil Liberties Union, and the Young Women's representative to the state's women's political caucus.

She sometimes found it difficult to stay motivated because in such organizations, one doesn't always see progress. However, she managed to keep going despite difficulties and disappointments.

With regard to the Environmental Coalition, Emma was sometimes overwhelmed with the number of issues they dealt with, which seemed endless. She was discouraged by her perceptions that even though people in the progressive college town were aware of environmental issues, they still drove to work rather than bike or walk, trash was dumped in the river, and the university used pesticides in the area.

I'm attracted to the environmental movement but there's just so much to be done that it gets overwhelming. It's really frustrating I think, to
work with something that’s as big as environmental responsibility.

Emma described her leadership style as down to earth, meaning that she was much better speaking to people on a one-to-one basis than in large groups. She would have liked to be a better public speaker but was uncomfortable with the way her voice sounded amplified in a large room. She also tried very hard not to be authoritarian, to take a subtle approach to leadership, and to discuss the issues with people in an effective way, not being pretentious and losing patience with people who didn’t understand the issues.

When making decisions, Emma affirmed it was best to think things through, take all matters into consideration, and use her best judgement. However, in less than ideal situations when she was dealing with severe time constraints, she tended to approach decision making with a "this is what my goal is and I have to get there" attitude and her decisions were inclined to be more "off the cuff".

Emma had trouble delegating to others and had a tendency to do everything herself. This situations was aggravated by the fact that people in many of the groups in which she was associated would come to meetings and feel as if their obligations were fulfilled. One strategy she used to overcome the problem of delegating was if individuals approached Emma with an idea or an issue they’d like to see the organization become involved in, she ventured to get them involved by asking, "Since you brought it up, how do you think you could
implement it?" She tried to motivate people with the issues and with a sense of responsibility to others or to the environment, depending on the situation.

So I try to make people see that you shouldn't be into something just for yourself, because as a member of the human society, you owe something to that society. I believe Mary Frances Berry said just by virtue that you got on this planet, you owe something back for being here.

She attempted to help people understand how the issues affect them, that everything is related to them.

Although she would rather not be constantly challenged by followers, Emma appreciated the input of others and people who were serious about what they are doing and about the issues they were working on.

I'd much rather work with five people who are taking something seriously than thirty people who are just sort of wavering in and out.

She valued commitment with regard to people taking on responsibilities and then following through. She was particularly irritated by people in the organization who were motivated by including their involvement on their resumes.

With the kinds of issues in which she was involved, environmental, women's issues and other similar kinds of subjects, Emma found that she set herself up for criticism from others who disagreed with her politics. When she did get feedback from others, many times it was hostile. For example, in one instance she was handing out flyers for the ERA at a football game and was physically threatened. Although she had to deal with people disagreeing with her all her life, she
found it very unpleasant, "so I have always been used to people not agreeing with me, and I have gotten very upset over it because at times they can get really personal." However, she refused to change her opinions despite negative feedback from others. In addition, she did not always feel as if she was taken seriously nor valued as a student leader by others on campus. To cope with this adversity, she tried not to internalize the personal criticism, not to let it weigh her down, to relax and not get too uptight about it.

Then finally I just decided, no, I really think that what I'm doing is right, and even if it isn't right it can't be any worse than what they're doing.

She also had a serious confrontation with a national organization that came to campus to work with her on the local level. Emma had a very bad experience working with these individuals, she felt they were rude to her and her fellow students, and they ignored the direction preferred by the local organization.

Emma struggled with University bureaucracy and paperwork. Though she recognized that it was a necessary evil and that she may have to work with it in a permanent position after she graduated, she didn't appreciate dealing with it.

Emma wasn't required to confront much conflict within her organization, other than when people in the organization were not doing their share of the work. She didn't mind handling it when conflict occurred.

Because her endeavors concerned larger social issues,
Emma didn’t often see positive results from her efforts. Therefore, she sought small positive steps to feel rewarded and was satisfied with the knowledge that she remained committed and active on the issues.

Emma concluded that she had some positive and some negative experiences. She hoped to be remembered as someone who was able to form coalitions with other groups, strived to educate people, and tried to make a difference. She didn’t necessarily want to be remembered as a leader, but one who "stimulated somebody else to go out there and do something."

Madeline

Describing herself as "an active child who took probably every lesson there is," Madeline was looking for new challenges after holding offices in her sorority and other campus organizations. She heard about her current position through her sorority. Her motivation was not only to stay involved but to serve the university. She said,

I wanted to put a little of myself back into the university before I left and went on my merry way. I wanted one more chance to give back to the university.

At the time of the interviews, Madeline was the Executive Director of a campus-wide university festival at a large research institution in the midwest with an enrollment of nearly 30,000 students. As Executive Director, she managed the activities of seventeen other directors and their committees, all of whom had responsibility for some aspect of the week long festival. Although many of the organization’s
Executive Directors had risen through the ranks as volunteers and Directors, Madeline was not part of the organization before she became Executive Director. She heard about the position in her sorority, applied for it, was interviewed, and was somewhat surprised when she was selected for the position.

Because she had no previous experience with the organization or the festival, Madeline was very nervous at first and wondered if she was going to be able to handle the position. Her advisor was also new to the organization and the two decided from the beginning that they would be able to contribute a fresh approach to the program. She responded to this uncertainty by asking a lot of questions, admitting when she didn’t know something, and seeking out the answers.

Although she wasn’t aware of many of the details of the program, Madeline realized early on that her major responsibility was motivating others and coordinating their efforts. Her responsibilities included working with the Directors, insuring that they were working together, assisting them in any problems they encountered, and in accomplishing their goals. She acted as a liaison between the organization, the community and the university, worked on sponsorships, and acquired donations for the festival. Another of her major responsibilities was motivating the Directors, "that’s my number one job, and it’s not as easy as it sounds."

Since the festival was a community event, Madeline did not feel comfortable making decisions without consulting the
Directors. However, there were situations when time
c constraints forced her to make decisions without conferring
with the group. In addition, she sensed that the organization
had made joint decisions in the past.

As a leader, Madeline saw herself as a member of a team.
She stated, "although I see myself as the leader, we are all
part of a team. As the leader, I lead the team." She could
be demanding but made everything clear to people in the group
as to what was expected of them. She also tried to be
friendly and accessible to all the Directors and volunteers
and to lead by example.

Madeline struggled with her leadership style in that she
was unsure whether or not there was a place for humor in the
easy, relaxed atmosphere of her meetings. For example, she
was uncertain if she should joke around in meetings, "it is a
fun organization planning a festival but some seriousness is
needed to get things done." She believed this kind of relaxed
style might be passable in a student organizational setting
but wouldn’t be appropriate in the "real world".

Madeline had to deal with some conflict within the
organization and she had no problem doing so. Although she
felt uncomfortable because it was not what she preferred
doing, she asserted that conflict within the organization
should not interfere with the festival.

One young man in the organization constantly challenged
and opposed her from the beginning of her leadership
experience. He accused her of being biased and there was always something he disliked about her actions. Madeline attempted to deal with this person as best she could, looking at the positive side of the criticism. She believed it challenged her and prepared her for "the real world, because that's when everyone is constantly challenged." At the time of the interview, Madeline felt she was learning to be strong in dealing with this confrontational person.

To make delegation uncomplicated, Madeline allowed people in the group to be in charge of specific events and let them know their particular responsibilities. The festival was so comprehensive, she couldn't possibly do everything, so she found that delegation was a large part of her responsibilities. She also helped the Directors delegate tasks to their committees.

Communicating "the overall vision" of the event to the Directors and volunteers was one of Madeline's motivational tactics. She also tried to make the planning and implementation of the festival enjoyable for the students in the organization. To help them relax and feel less pressured by their responsibilities, she told them it would not be the end of the world if [the festival] didn't even happen. I mean we might all feel down and look bad and the university would look bad but life would still go on. Stress can sometimes block creativity. So I try to keep everyone as relaxed as possible.

Keeping people focused on the overall goal and not getting lost in the details was one of the ways Madeline kept people
motivated and their creative juices flowing. Her strategy had a positive affect in that the people in the organization seemed pleased to have her as the Executive Director.

Madeline believed that the individuals she led were leaders themselves. This could be difficult because everyone had their opinion and wanted to influence the others in the group. However, Madeline appreciated leadership qualities in followers, particularly if they were enthusiastic and helped her motivate others in the group. She also valued people who were cooperative, open-minded, and reliable.

Madeline was rewarded by the people in her organization coming together and working together toward a common goal. She enjoyed observing the directors laughing and joking together, seeing people who didn’t know one another previously end up having significant relationships.

She was pleased that this leadership position involved her in activities she would not have been doing with her sorority and academic work. She felt gratified about being so knowledgeable about campus and the community and how they operated. Finally, she enjoyed working closely with older people, administrators and adults in the community.

The year passed quickly for Madeline who had an enjoyable leadership experience and anticipated being very sad when it was over. She perceived that she was taken seriously by others and that her contributions as a student leader were appreciated on campus. She would be content to know she might
be remembered on campus and hoped that she would be regarded positively, as someone who didn’t just sit around but got involved and was successful.

Alicia

Alicia was very outgoing, and was involved as a leader in an African American student organization in high school. She rose through the ranks of her current organization and was motivated by its focus on African American student issues on her campus. She was compelled to follow in the footsteps of others before her who had made positive contributions. In her words,

It mainly comes from what you see, What I saw my parents do. That’s the main thing. If people before us hadn’t done anything, we wouldn’t be where we are now, so it’s up to us to do things for the people who come after us.

At the time of the interviews, Alicia was the President of the Black Student Union on a large midwestern university campus. She also held the position of Assistant Director of the African American culture center. Since she retained both positions, the two organizations enjoyed an effective working relationship.

Working with an all female executive board, Alicia and her organization sponsored many events related to African American students and their culture. One activity in which Alicia was particularly proud was a radio program, which she initiated and saw through to completion.

It was amazing. We had this huge listening audience. We go in the studio and it was like
Students were really happy that there was something for them to listen to.

Alicia was realistic about the amount of time and effort required to program events and make change for African-American students on campus. She told students, "if you want change, it's going to be like an ongoing thing, it's not going to happen overnight. And a lot of your effort." She believed students didn't want to hear her message and admitted that she sometimes grew tired of the struggle. She also became weary of reoccurring problems and people questioning her position, her motives, or her actions, particularly when those individuals had no idea of the complexities of the situations and didn't contribute themselves.

I always ask people, "What have you done?" and that usually quiets them down. I'm like you're ranting and raving and at this present moment but I've always been around trying to make a difference and that's what really counts, it's not the momentary thing.

She realized you can't please all the people all the time, just some of the people some of the time.

Alicia preferred keeping a close eye on the activities of the organization and was less likely to hand responsibilities over to someone without remaining involved. She believed she worked well with people, had the ability to roll up her sleeves and get involved with them.

In terms of decision-making, the group discussed the issues by analyzing the pros and cons of the situation. Alicia liked to think things through and ask other people
their opinions and didn’t consider herself an impulsive
decision-maker.

There had been some conflict within the organization
during the year and Alicia didn’t mind dealing with it. She
found it beneficial to help people understand that

"This is business, it’s not personal", but because
it’s on a student level and this is strictly
volunteering your time, for some people it’s really
hard to make the division.

She concluded it was important to sit down with people and
hear them out because the impression she initially had of the
situation might not be correct. In the end, she has no
problem making decisions to end disagreements. In these
instances, the black student union board accepted her
decisions and moved on.

In Alicia’s opinion, a leader must be motivated before he
or she can motivate others. She found it easier to motivate
people on a college campus if there was something urgent that
needed to get addressed, "if it’s not urgent to people then
they’re kind of like wishy washy about doing something." One
of the motivating tactics that Alicia found effective was
outlining a platform to people and introducing ideas and
concerns in an open forum. In that way, the mission or cause
motivated them to be involved.

And then one day I was sitting there and I said,
"you know, what gets me to do what I do is because
I’m motivated inside. I can’t really motivate
somebody else, that has to come from them."

Alicia really appreciated people in the organization who
had persistence, motivation, and those who had their own agenda, ideas of their own that they would like to see accomplished. She also preferred to see people get involved in the black student union who had been active in the past. She explained,

Because usually if someone has been active in the past that usually means that you can get them involved when they get here. But if you get people who have kind of never been involved it's really hard to get them involved.

Alicia was rewarded by events being planned, implemented and executed well. When the outcome of programs was as they were intended, people enjoyed them and were happy with what occurred, she was thrilled. She asserted that if the major black student conference she was planning at the time of the interviews went well, "that will be like the highlight of my life."

In general, Alicia was trying to lay the ground work for the time when she would no longer be associated with the organization.

I'm more concerned about trying to set up a network for black students that once I'm gone they can still use, and I'm trying to introduce them to resources that maybe they didn't know they could use before.

She hoped this network and these resources would assist students in getting involved and keep building on the positive things the organization had done.

One of Alicia's most significant experiences was a coalition that was formed on a specific issue dealing with students of color. Through that experience, she realized that
no matter how different, people could come together and compromise their views to come to a decision that would satisfy the majority.

Alicia believed she was appreciated by the administration as a student leader but not as much so by the students with whom she didn’t always agree on issues or how they should be handled. She hoped to be remembered as a person who confronted the issues regardless of popular opinion. She didn’t presume anyone would say she was the greatest president of the black student union, but hoped she laid the groundwork for programs and services for black students on campus in the future.

**Summary**

Although these experiences represented a wide range of circumstances, there were striking similarities in the women’s stories. The respondents were very different as individuals, they ranged from being charismatic, dynamic leaders to those who were thrust into the position by others or in their words, "by default". Despite efforts to represent a consistent level of leadership, there was some variation of complexity of their positions and responsibilities. However, nearly all the women had a good deal of experience as student leaders either at the institution they attended at the time of the interviews or another higher education or high school experience.

When discussing reasons they believed they had chosen leadership, several respondents discussed their family
backgrounds and the influence of relatives. Several of the students noticed the need for someone to lead the organization, or that peers recognized their leadership characteristics and looked to them for direction.

Many of the respondents (ten) were active in high school, indicated they had "always been a leader", and were attracted to involvement in cocurricular activities. One of the women stated that she had always been active, found herself bored with idle time, yet fulfilled and happy with being busy. Several of the respondents were motivated to serve the community and the University.

In terms of leadership style, the respondents used different words to describe themselves. Most of the women emulated a style based on relationships with the members. Three of the women characterized their style as non-hierarchical, two said they were interactive, and others used expressions such as accessible, one-to-one, everyone was equal, interested in members, and they functioned as a team member. On the other hand, one woman stated she was task-oriented, another had a tendency to be autocratic though she tried not to be, and another said she was demanding. Finally, one respondent characterized her leadership style as relaxed and another's was quiet.

Most (nine) of the respondents maintained that they brought organizational issues to the membership for discussion and decision-making. They also used methods such as seeking
out information from others (four), and making decisions by themselves (four), particularly if the time frame was short. When engaged in decision-making, several of the respondents mentioned that they considered how the decision would affect others, and they reviewed the goals of the organization to assist them in determining the best course of action.

With the exception of Mara, they all dealt with conflict in the organization directly and identified it as some sort of disagreement between or among members. Two of the women maintained that conflict was part of life, most of them did not avoid dealing with it, and felt more comfortable having it out in the open. Several stated that the best course of action was to be direct with the people involved.

All of the respondents had some difficulties in their leadership experiences and these were as varied as the women and the experiences themselves. They all mentioned problems with a lack of time to accomplish their goals as students, leaders and other roles in which they were engaged. Overwhelmingly, they did not hesitate to seek assistance from advisors, friends, administrators and anyone they perceived could offer assistance.

Many of the respondents expressed some problem with delegating responsibilities to others. Either they stated it was easier to do the tasks themselves, or that trust was an issue in that they could not be sure the other person would carry out the assignment as well as they themselves would.
However, most of them agreed that it was important to delegate, hoped to improve this skill in the future, and were getting better at delegation as they had more leadership experience.

To motivate others they offered a variety of strategies and three of the women made a point of stating that different tactics must be utilized for individuals within the group. Several (five) of the respondents said they motivated others by being a good example and other women (six) tried to impress the importance of the organization’s mission to the members. Other ideas for motivation included giving the members total responsibility for the events and programs, recognizing their accomplishments and encouraging their efforts, minimizing criticism, stressing the organization’s reputation on campus, making people feel involved, and putting an emphasis on fun in the organization’s activities.

The respondents appreciated dedicated followers who were motivated, energetic, willing to work hard and follow through on their responsibilities. Other important qualities of members mentioned by the respondents were being serious and having independent ideas about the issues at hand, supporting one other, being willing to disagree with the leader, have a sense of humor, loyalty, a relaxed style, a desire to make change, and being open-minded. Alicia mentioned that she valued members who had been active as students in the past, perhaps in high school.
There were striking similarities in what rewarded them in that many of the respondents (nine) mentioned they were gratified by seeing events turn out successfully. Six of the women said they appreciated the opportunity to meet and know others on campus and in the community, several mentioned feeling rewarded by educating others, being involved, accomplishing the goals of the organizations, and being recognized for their accomplishments.

When asked how they wanted to be remembered on campus, there were also remarkable similarities. Seven of the women stated they hoped to be remembered as someone who was competent and accomplished and several (four) stated they wanted people to know them as someone who cared about students and the university in which they served. Other responses included being involved in making positive change for students, and inspiring others, as legacies they would like to leave on their large university campuses.

These young women had a variety of experiences as leaders. Some had great disappointments and difficulties, were under great pressure from the administration, and at times they were in opposition to their peers. These same women understood that they were learning in the experience and had rewarding moments to look back upon. No matter how distinct were the women, their positions and experiences, all said they had a great experience, they valued it highly, and would choose to repeat the experience if given the option.
Learning to Be Leaders

With some variation, these young women had experience as chief officers of campus-wide, coeducational organizations and some of them were quite knowledgeable about delegating responsibility and motivating others. How did they learn to be leaders? This question elicited candid responses and fascinating revelations.

Hilliary learned to be a leader through trial and error and by observing other leaders. Through this observation she learned the importance of delegating responsibilities, "how to let some things slide in order to save other things", and listening to how similar situations were managed by others. She found workshop and classroom sessions in leadership education less helpful than first-hand experience and talking to people.

Connie attended classes in leadership and those were beneficial in terms of offering general ideas, but she found the practice of leadership most educational. The books and classes discussed how people responded to specific situations and outlined steps to take or other reactions. However, she discovered real life situations to be less clear cut,

It's really hard to get such a strict structure in real life. You don't always have the time to--you know, sometimes they [the theories or books] have like these three week things and you have to get things resolved immediately.

She also concluded she had learned a lot about being leader by being a subordinate, specifically how she preferred to be
treated by the leader of a group.

Victoria considered leadership seminars and conferences helpful, particularly in sharing insight and ideas. But in really learning leadership concepts, she found it most beneficial to apply the concepts to practical situations.

But really, there's just so many things that you can know in theory but unless you've applied it, you really don't understand and you will not be successful at it.

Victoria learned leadership through practice and trial and error and attested that one can never have enough experience when it comes to leadership.

Karla had been involved in many leadership workshops and conferences through the Residence Office and African American organizations. Although she felt that these were beneficial early in her leadership experiences, at the time of the interviews, they were not as relevant. With the help of her advisor, she was approaching these conferences with the attitude that she could contribute to what others were learning, particularly younger students and less experienced leaders.

Karla learned the practical aspects of leadership by watching and observing a variety of leaders. However, she believed being a leader is inherent in her, that it was "just the way I am."

Jessica's primary method of learning leadership was watching others, those whose style she had determined were worthy of emulation. She stated, "on my road to success I try
to pick out people who I want to model myself after, who I think can show me something, can teach me something."

She had not attended leadership training workshops and relied solely on observing leaders, monitoring and analyzing her own behavior to determine whether or not she was exemplifying positive leadership characteristics.

Sarah had no formal leadership education and she mentioned that no one told her what was expected of her in the position. In learning leadership, she sensed the position "just grew on me", and as she went about doing it, practicing in the position, she matured as a person and as a leader.

Priscilla followed her instincts in learning to be a leader, and concluded that being a leader came naturally to her. In addition to relying on her intuitive ability, Priscilla observed the young man who was in the student body president position before her. From him, she learned the steps necessary to win the position and then lead the organization.

Samantha attended several business classes and a leadership conference and learned some leadership concepts through these experiences. She considered it important to expose yourself to the ideas of others, read books and magazines, and then to apply these concepts in the practical setting. She had been implementing leadership ideas since she was in junior high school, and wrote in a journal to process her thoughts and analyze experiences.
Amanda learned leadership by experience, by executing her responsibilities and accomplishing the goals of the organization. "I don't know that it's actually something that can be learned", she explained.

Choosing mentors and observing others is how Liza learned leadership.

I'm not just flat out inspired by everyone, but by some aspect of what they're doing. I look at it and want to emulate it or get an idea from it that I could do something like that myself.

She openly asked the advice of people she considered good leaders and questioned them on how they attained success. She also studied the lives of people considered to be great leaders, like Gandhi, observed them as real people to fully understand how they accomplished what they did, and then "try to have that same amount of heart and dedication that I perceive that they have."

Mara learned leadership by practicing, by trial and error.

As a young person, Karen started participating in social awareness groups when she was in the seventh or eighth grade. She also volunteered in a hospital, worked at a nursing home, and went to several leadership conferences focusing on global awareness and leadership. She was encouraged to take these skills back to her school and start an organization or some kind of activity.

Emma learned to be a leader from her parents who encouraged her to be politically aware and active. Her father
always prompted her to argue and assert her ideas and her mother was a role model who held consciousness raising sessions in the family living room when she was young.

"It’s amazing, it just kind of comes to me", Madeline responded when asked how she learned to be a leader. She also credited her acting experience for helping her through times in her leadership position when she was nervous and unsure of herself. In her acting experience, she tried not to let herself get nervous lest she forget her lines and in her leadership position she approached difficult situations the same way.

Alicia believed that being an only child contributed to the fact that she found leadership to be "the natural course of action". Over the course of time, she watched people in similar positions and picked up things from them and from other people who gave her advice.

Summary

The respondents learned to be leaders through the practice of leadership, also described as trial and error, and by observing leaders, either the person in the position before them, others around them, or leaders whose lives were illustrated in books. Four of the women combined one or the other of these methods with their natural abilities and instincts.

Several individual responses varied from the others and they were Emma’s who learned from her parents and Madeline’s
who mentioned her acting experience as beneficial in handling stage fright in leadership.

Many of the respondents had been involved in formal leadership education programs either in the form of leadership conferences offered by local student affairs administrators, regional student conferences, or business classes. They all found the training beneficial, much more so if the concepts could be applied and practiced or in one case, reflected upon by writing in a journal. One woman found the classes not as relevant to practical application because of the immediacy of practical situations as opposed to theoretical responses.

**How They Changed as a Result of Their Experiences**

The respondents were asked what they felt they learned, how they had changed, and if their career goals had changed as a result of their leadership experiences. They were affected by their experiences in startling ways. Rather than specific leadership skills, the lessons they found most significant were those reflecting what Gardner (1990) described as "exposure to the untidy world where decisions must be made on inadequate information and the soundest argument doesn't always win, where problems do not get fully solved or, if solved, surface anew in another form" (p. 168). They also learned about themselves, what was important to them, what they aspired to, and what skills they possessed.

Hilliary stated that college was so much more than books and the whole year had been a learning experience. She
believed one learned by interacting with and talking to other people. In terms of skills, she improved her ability to speak in front of large groups. About herself, she learned that although she was fairly effective in her leadership activities, she had a lot too learn. She discovered some of the realities of politics in the University and the community, stating,

> I’ve learned that no matter what people tell you about standing up for what you believe in and not worrying, that ultimately you’re playing a bigger game that you don’t necessarily want to be a part of...so I’ve learned that you have to play along with the greater public, or whatever, even if you don’t think you should.

No matter how well one thinks they’re prepared for something, Hilliary learned to expect the unexpected and she also realized that the world doesn’t wait for any individual. If you can’t or aren’t willing to do something, someone else will take over and life goes on.

Connie said the leadership experience made her a better leader, gave her more self-confidence, and she learned more about herself and how people interact. Prior to her experience, she believed leadership to be an inborn characteristic but discovered that it can definitely be cultivated. However, she believed developing leadership skills was probably easier for some people than others.

Through her experience, Connie softened her approach and learned that people don’t respond well to harsh comments and criticism. In her opinion, a leader must foster a personal
relationship with the people he or she hoped to lead, and people will feel more comfortable and work more effectively with the leader. Most importantly, she learned that "leadership is really, really, hard", that it's very difficult to coordinate the efforts of many people with different personalities.

As a result of her experience, Connie believed she became more vocal, she was more likely to speak up about something with which she disagreed. After the experience, she would much rather have said the wrong thing, which is what she previously feared, than to keep her comments to herself. She was more directed in terms of a career and more organized than she had been before her leadership experience.

Victoria concluded that she gained a lot of wisdom, learned many valuable lessons, and was more ready to face the world than she was prior to having the experience of student leadership. She learned that leadership isn’t about planning events, posting flyers, and running meetings. According to Victoria, leadership was "very personal", meaning that it was about relationships with people and who one was leading. In her words, "one was not just leading a bunch of sheep", one was leading people and to be effective, the leader must understand the people, what they were feeling and how they were reacting. To do this, one must be engaged in

listening to people’s stories and trying to encourage them and keep them motivated or try to comfort them while at the same time really saying
nothing because you've probably heard the other side of the same story.

Victoria believed that the purpose of leadership was the community, for the members, the team. One can't lead a group of individuals, one must lead a team of people working together toward a common goal. She gained tact and learned when it was important to be silent rather than to exert her opinion. As a result of her difficulty in advancing issues relevant to Asian American students, she learned that "numbers speak, that people have power, and only large numbers of people really have power." She stated that many people are simply trying to find a place for themselves and that no matter how much someone says they care about something, they may not necessarily do something about it. Dealing with the University system, Victoria understood bureaucracy, gained knowledge about where students' money goes, and why the Asian American students were not able to acquire a cultural center.

As a Freshman, Victoria had been an engineering major, but as a result of her leadership experience, she was thinking about pursuing a career in civil rights law. She believed this change had to do with the fact that she was less introverted after attending the university. Finally, she learned that she would never make a good politician and that she cared too much about some things and not enough about others.

Karla felt she learned many valuable lessons from her leadership experience. From having the experience of
communicating to large groups, she honed her public speaking skills. She also practiced dealing with administrators, conveying to them the needs of her group, and getting things done as a result of those communications. She dealt more effectively with conflict, how to make change and get things done.

With regard to leadership, she felt she became a more capable leader with a greater understanding that leadership is hard work, and that as a leader, she could affect a lot of people and how they view the campus. She became more able to be a role model for others and in that way, affected people's lives in ways in which one might not be immediately aware.

Karla gained self-confidence as a result of her experience in being able to talk to people and get results. Through her volunteer activities, she decided to pursue a career in health education, becoming more aware of the needs of African Americans in the community.

Jessica believed she was influenced by her experience as Student Trustee and was still learning at the time of the interviews. Jessica concluded that she matured in the position and discovered that she was a very strong person who can "do what I say that I am going to do and that I can stand tall and firm on my beliefs". She understood more about people, their beliefs, and how they "operate when they're really concerned about certain things". She gained knowledge of how bureaucracies work, and the importance of critical
thinking in decision-making. She also became a better leader but discovered that it takes experience to do so. She learned a lot about politics and the media.

With regard to career goals, the student trustee experience showed her "how much life has to offer, that there is so much out there to do". She learned that she enjoyed politics and might be interested in pursuing that area in the future.

Sarah believed she developed tremendously in the leadership position.

I think very highly of how much I've gained in this position, [it] brings a smile to my face knowing that I'm walking out of this position with knowledge and experience and good times.

Among the many things Sarah concluded she learned was to deal with conflict more directly and the ability to express her feelings effectively. She sensed that she was able to handle herself better in certain situations, and learned how to take time out of her busy day and relax.

Sarah also believed the experience changed her in that she was more direct with people, able to say what was on her mind without beating around the bush. She honed her communication skills, was better able to ask people to do things, less likely to be intimidated and, in general, became a more outgoing individual. Sarah felt strongly that she had gained self-esteem because she believed her experience "gave me the right to have self-esteem" whereas in the past she didn't feel she had done anything to have the license to
possess high self-esteem.

She also gained leadership skills such as how to make decisions, being professional, time-management, and the importance of getting everyone involved in a team effort in the organization. In terms of her career goals, Sarah said she became more directed and realized what she wanted in life.

Actually knowing that I am responsible, motivated, dedicated leader has helped me realize that I can go far, I'm not just going to sit back and stay on the bottom, I'm going to go to the top, knowing that I can, so being president has made it known to me that I can give a lot, I have a lot to give.

Priscilla felt that she had "gained so much" from her experience as student body president. Her speaking skills improved and she learned to deal with all types of people. She discovered ways to deal with stress more effectively and to balance life.

With regard to leadership, Priscilla came to understand that a good leader is true to him or herself, honest about their beliefs, and that one must do what one thinks is right despite pressures he or she may be getting from other people or groups. She also discovered that no matter what one does, some people will criticize you and others will praise you.

She discovered she had the ability to handle a lot of pressure and go into situations somewhat unprepared, such as a public speech and do well, that she could function in an impromptu manner.

Her experience showed her the inequalities and discrimination some people face. With respect to minority
groups, the experience made her aware of the importance of companies who offer programs to assist people to gain equal rights in the workplace.

In general, the position gave Priscilla an enhanced sense of competency and self-confidence,

it gives you a sense that you can face any challenge that comes your way, you can defeat and come out shining. And it really gives you just an incredible amount of confidence in yourself.

As was true of the other respondents, Samantha felt as if she had learned and changed a great deal as a result of her experiences. She improved her communication and management ability, her "people skills", and she gained a lot of competency with computers. Her confidence grew as a result of her leadership experience.

Samantha learned to "accept people for who they are and encourage them to strive to be better but don't see them as that image but just take them for who they are." As a result of the experience, she was much more willing to associate with people who were different than herself.

Samantha's career aspirations also changed in that she began to view herself as a manager rather than a journalist. The leadership experience also opened her eyes to new career possibilities. Finally, she changed in the sense that prior to this leadership experience she was very shy and introverted and afterward, though she wasn't exceptionally outgoing, she was much more extroverted.

Amanda also felt she was more outgoing as a result of her
leadership experience. Prior to the experience, she was rather shy and had a difficult time talking to people she really didn't know. "Now I basically talk to anybody", she asserted. She also became more skilled at interpersonal communication. She realized it was important to be cognizant of the way one communicated with others in leadership situations, they might find it offensive if you were too straightforward. She gained a lot of skills in planning events but for the most part, her career goals had not changed as a result of her experiences.

Liza discovered that although she preferred direct service kinds of activities, she also enjoyed organizational endeavors. Although she used to think these kinds of activities were not as important as direct service, organizing events gave her a sense of satisfaction. She realized the speakers and other events inspired people to get involved in direct service. She learned public relations skills including getting the press interested in and attracting people to your events, dealing with paperwork, and many other organizational skills. She also discovered how to set boundaries for herself, how to say no to certain requests, and not to overextend herself.

Through her experience, Mara felt she learned a lot about Central America and what still needed to be done. Because of her involvement, she planned three trips to Guatemala, El Salvador, and Nicaragua for example. She discovered qualities
about herself such as the fact that she should improve communication with others and realized that there was a lot of opportunity to improve her abilities.

Karen learned the importance of self-motivation with regard to all of the responsibilities she had as a student and a leader. She learned certain organizational skills such as the fact that one must be prepared for meetings to conduct them properly. She also became skilled at negotiating the University bureaucracy, how to get things done in a bureaucratic system.

Karen discovered a lot of information about Amnesty and how to inform individuals who were unaware about the organization and might be motivated to work for it if they had more knowledge. She was able to meet many more people than she would have if she hadn't been involved and her mind opened to new ideas and concepts. With regard to career goals, she felt the experience helped her set priorities for herself and to understand what was important to her. She believed this higher level of understanding about herself would assist her in setting her career plans in the future.

Considerable insight was gained from the disappointing encounter Emma had with the national campaign and the people with whom she had disagreements. She discovered that even within a national movement there is a lot of diversity in thought and opinion. She gained a great deal from this experience because in some ways she was doing things
incorrectly but she also learned the importance of asserting herself and not being passive.

Through her leadership experiences, she realized that people try to categorize you and then believe they have a better understanding of what you’re like. She also learned to "cope with being the other", because many people perceived from the way she looked that she represented some minority group. She was also better able to determine when people were sincere about their involvement or when they are just trying to include an experience on their resume.

Emma felt her career goals changed in that prior to the experience, she had hoped to become a lawyer for the American Civil Liberties Union (ACLU). Though she still may work for an organization like the ACLU, she realized there were other ways to accomplish goals than through the law. The leadership experience affected her career goals because Emma could envision how the new skills she acquired could be translated into a position with a non-profit organization. She stated, "I think my career aspirations have gotten a lot more confused as opposed to a lot more defined." However, she discovered her priorities and values, what was important to her. She also understood more fully how the politics in which she was involved shaped the way she wanted to live her life, her values and preferences.

Madeline gained a lot of self-confidence as a result of her leadership experience. Just the fact that she was able to
effectively lead meetings of 90 or more people she didn’t know, was evidence to her that she had a right to be confident. She believed she learned how to lead people, to develop a group, and insure that they stick together until the goal was accomplished. Madeline learned to be tougher when she had to, which she was often required to do as the leader of this large organization. She also discovered that she was competent in a management role. Madeline did not conclude that the leadership experience had changed her career goals.

When Alicia came to college her mother told her that although she was African American, not every African American student at college would like her or agree with her. Through her experiences as president of a black student union, she learned this advice was true. She realized that one is unable to please everyone all the time but that it is important to do what you feel is right, not what you think will please everyone and what everyone else thinks is the right thing to do. Although she may have realized this before, "you have to experience it to really understand it." She believed that if you have done the right thing, in the long run these people who were unhappy with your decision will realize it was right. She explained,

because in the end, if they all have enough sense to see the best it came from for them. Especially if there’s something immediate but like it will last a long time and help other people after them and that kind of thing, then your decision was the right decision.

Through these experiences, she learned to detach herself from
criticism that's not constructive. She also discovered how different types of people with different opinions could come together to form a coalition and that decisions could be made to satisfy the majority.

Alicia didn’t feel as if her career plans changed as a result of her experiences, but she acquired a desire to work with the youth in her community after she graduated and that aspiration was a direct result of her background as a student leader.

**Summary**

All of the respondents attested that they learned a great deal from the leadership experiences and in interacting with others. The wide range of acquired skills and knowledge they learned included an understanding of how people interact, how bureaucracies work, the importance of motivation and being prepared, practice and skill in conflict management, and how to relax and set boundaries for themselves.

Several of the women (six) said they gained self-confidence and (five) were more vocal and assertive as a result of their leadership experience. Others attested they learned about leadership and how to be a better leader (seven), that public speaking and communication skills were honed (six), and they learned more about themselves (four). Only one woman, Mara, felt she became more aware of her deficiencies and how much more room she had to grow.

With regard to career decisions, all but three of the
women were affected by the leadership experience. Although only four of the women said they changed career goals, others stated they were more focused (four), they were more aware of their values and needs (five), or they had widened their scope of possible careers. Alicia stated that she had not changed her career goals, but her desire to become involved in community service was a result of her leadership experience.

Relationships with Others

Being involved in leadership exposed the respondents to many relationships with peers, faculty, administrators, trustees and community people. In most instances, these interactions were the source of satisfaction and fulfillment but they could be problematic as well, especially when others' expectations or perceptions of them did not correspond to reality.

This section discusses the respondents' associations with other students, how they believed they were viewed on campus by others, connections with men in cross-gender relationships, and with faculty and administrators. Finally, the respondents discussed who they turn to for support and advice when they needed assistance or simply to maintain their persistence.

Students

Hilliary had several friends in the organization, "we want to get our business done as efficiently as possible and then be able to socialize afterward." However, she noticed that when she took over the leadership role, she felt farther
removed from her friends and sensed that they didn't talk to her like they had prior to her assuming the position. At the time of the interviews, she described her friendships with some of these individuals as "strained and distant", and believed the position as Chair isolated her to some extent with regard to her friends in the organization. On the other hand, Hilliary contended that there were different groups of people who one associated with repeatedly, "there's the athletic track, the leadership track, you meet a lot of the same people over and over again", and a lot of the people in the leadership track knew her.

Hilliary concluded that she was viewed by her peers as an overachiever, although she believed they liked her style and perceived her as "someone who's kind of wacky and has got a little off sense of humor but I will get the job done." As a resident assistant, she was sometimes required to confront males on her floor who she sensed didn't want to listen to her because she was female. In this setting, she had a very supportive peer group, and was not ostracized at all.

Connie was also friends with the people in her group and that sometimes created problems in her relationships with them. She felt isolated from the others in the organization because "it just seems like they feel like there's supposed to be a distance." Although she had friends in the organization and they were congenial, they sometimes teased her about her role saying
Ok boss lady, you know, we’ll do whatever you want us to do because otherwise we’ll get in trouble. So they joke about it but still, it’s there. They’re not completely joking.

When the situation in the organization was less than ideal, if a conflict arose, she was placed in a difficult position because of her relationships within the group. She explained, "sometimes it gets a little strange because I have to be boss Connie and sometimes I have to be friend Connie and it gets really muddled."

She realized early on that she couldn’t please everyone nor was everyone going to like her. With regard to her leadership style, Connie believed others in the organization perceived her as "a mix of being a real big crab and being really goofy." Sometimes in her leadership position she was forceful and direct, but at other times when she was relaxing, she could be caught in situations that made her look ridiculous.

Connie preferred members of the organization to be honest about how they felt about her. She learned that it was easier to lead people in the organization if you have some kind of personal relationship with them so she found herself asking them questions about their boyfriends or girlfriends, school work, and other subjects not related to the organization.

Other students on campus were awed by her and her position, she believed because she worked in show business, with artists and rock stars. Students thought she was doing a great job and complimented her efforts. Given the fact that
the year prior to her tenure as senior manager had not been as successful for the organization, she concluded she was respected by her peers.

Victoria believed that being friends with the people in her group affected her in her leadership position because she had a personal relationship with the people to whom she delegated responsibilities. "Sometimes I feel like I'm asking them for a favor rather than something that is actually part of the responsibilities of their position." However, with eighteen hours of classes, she had so little free time to spend with her friends that she welcomed their participation in the organization as an opportunity to interact with them. She spent much of her free time with her boyfriend.

Most of her friends viewed her as the leader of the organization because that was how they knew her and in Victoria's opinion, their perceptions of her leadership were of a higher caliber than she believed they should be. She supposed she got credit for some positive consequences or events for which she was not responsible.

The young man who was in the Co-President position the year prior to Victoria's tenure had a profound influence on her. She perceived him as involved, motivated, dedicated, and energetic. He was her "big sib when I first came here as a freshman", and got her involved in the organization.

Karla did not have close friends in her student group with the exception of one woman she was close to on the
executive board. Since Karla was a friend, this individual made excuses for not carrying out her responsibilities. This situation could have been problematic but the two women resolved their conflicts. As Karla related, "we knew each other's leadership styles and we knew that we could count on the other."

With regard to her leadership position, Karla felt as if she was viewed very positively by her peers. Other students observed that she could speak in front of groups and that she appeared confident in difficult situations. She was told she seemed very organized and that she cared about what she was doing with the black student unions.

In addition, Karla was asked to be involved in a variety of activities on campus because of her position and was viewed as someone who would speak out about something if she felt strongly about it but wouldn't engage in activities such as protests without thinking the situation through. However, Karla has been told by students that she intimidated people and this reaction surprised her. She said,

and I'm just like, well, I'm just regular old Karla, but for different people that might see me but don't know me, I can be intimidating just with the stuff I do or the way I talk.

Karla was highly influenced by a student leader who came before her, a woman who was very active, an outstanding leader. Karla watched her carefully and used her as a role model for her own leadership roles.

As student trustee, Jessica felt isolated from other
students because she was the only student in her position. She represented over 35,000 students but most of them did not understand her position nor were they privy to the depth of information she had on the issues. At times, students formed opinions from what they read in the student newspaper which assumed a narrow view of her and the position she took on volatile issues. She further explained,

So it of places you in sort of an antagonistic relationship with the people you represent sometimes unless people are really involved in the issues and they understand what goes on or they understand how administration works or how the university works.

Though she had a unique perspective as Student Trustee, Jessica tried to remain accessible to students by responding to their inquiries and addressing small groups.

Sarah socialized with people in her group and although there were a few instances that were troublesome, for the most part they were able to separate organizational affairs from their personal relationships. Some of her friends were not involved in student organizational activities and she viewed these individuals as less fortunate than she because they were not benefiting from a similar developmental experience.

Sarah felt separate from other students but from her perspective, it was a positive difference. She was different from other students as a student leader because most other students were not active on a daily basis and not involved.

She didn't sense that people on her board were as dedicated as she was and at times, these differences presented
a problem. Students had varied perceptions of Sarah, her roommate told her she was rude, and the students on her board described her as "salty", when she was particularly edgy at a meeting.

Despite these perceptions, she believed she was respected by her peers as a student leader and was very gratified to realize she knew a lot of people across campus and was not likely to be intimidated by others.

One particular student leader from another area of campus influenced her in the fact that he was involved in governmental issues, was willing to express his opinion, was articulate and in general, a great leader. In the sense that she wanted to get more involved in governmental issues in the halls rather than sponsoring programs, he was very influential.

Priscilla had friendships with some of the people in her group and although she thoroughly enjoyed the relationships, there were situations in which she was compelled to criticize them for their performance. For the most part this did not create a problem for her, as she was a very assertive and straightforward young woman. She concluded that individuals did not take her reactions personally and were able to separate their friendships with her from their responsibilities as student leaders.

But everyone, for the most part, is pretty good at leaving the office at the office, and the friendships, so that has been really helpful.
Priscilla observed that most students believed she was doing a good job as student body president and was fair and honest.

My college peers...I think have a lot of respect for me, think that it’s great that I’m student body president, think that I’ve done a great job, really like me, and so I think on a large scale I get a lot of positive feedback.

In the sense that she was viewed positively on campus, she felt she paved the way for more women to run for student body president in the future. In fact, the year following Priscilla’s administration as student body president, a woman from her board ran for the same position and was elected. However, there were times when Priscilla was in contention with general student opinion.

There’s lots of times when everybody else is going in a completely different direction and something in your gut just tells you that that’s not the thing to do and you have to take this stand—nobody’s going to like you, but you have to.

Samantha had some friendships within the organization but not all of the people on the paper were friends. She admitted she didn’t have much time to have companions outside the organization but thought it was important to have friends who were not aware of her position and her activities on a day to day basis. Samantha did not have difficulties supervising her friends in the organization. For the most part she was happy to note that people kept friendships separate from the working relationship.
It's funny, we don't talk about it when we get together. We don't sit there and talk about work. But for the most part, work is work and fun is fun.

Samantha was uncertain as to how her peers perceived her on campus, their opinions were not derived from knowing her, but primarily from what came out in the student newspaper. She received calls and letters from the general student population, individuals who had comments about the newspaper. She had varied reactions to these responses.

Sometimes, readers' rush to judgement made me angry simply because they didn't know me. But I understood that if I were in their shoes and I disagreed with something in the paper, I might do the same thing. The way I look at it, it's human nature, but it still made me angry sometimes. I did a good job of not showing my anger.

However, Samantha was always willing to listen and present her point of view so most of these encounters ended on a positive note. Students in the organization respect her and she received positive feedback from her friends as well.

Amanda also had friends in the organization and experienced some difficulty with individuals who interpreted her comments as criticism and were personally affected. She tried her best to separate the friendship from the organizational affairs and to communicate that to her friends in the group. Despite these issues, she didn't feel isolated from other students as a result of her position. In terms of how she was perceived on campus by other students, she was not sure whether the general campus population knew who she was and held an opinion of her.
As is true of the other respondents, Liza had friends within her student group. These relationships didn't create a problem in her leadership in that she believed her role was rather loosely fashioned, "I don't really tell people what to do", she said. There was tension however, in that she was associated with the same people in various contexts, another organization and a work situation.

Liza felt she was viewed positively by her peers on campus. At the time of the interviews, she was becoming aware that she was known on campus for her position, people who she didn't know spoke to her and were generally friendly. She wasn't sure how the people within the group perceived her because her need for affirmation made her different from the others who were rather cold and unexpressive in Liza's view. Liza felt distinct from other students who she considered apathetic and not involved.

When she first became active in the organization, the former leader, a male student, thrust a lot of the responsibility on her. She was required to work very hard to accomplish specific tasks related to the organization's programs. Although she felt she may have been treated unfairly, she learned a lot about the organization through the experience. In fact, she believed it was the only way she learned how to get things done on campus. However, she would not be likely to treat the woman following in her footsteps in the same manner.
Liza admired students who set priorities for themselves and remained committed to them. As a person who had difficulty setting boundaries for herself, she admired people who could decline requests if they overburdened the resources of the group.

Perceptions of Mara by other students were varied, in her opinion. At the time of the interviews, she had been getting feedback from one individual in the organization that she needed to take charge of the meetings more and break away from the advisor. However, she appreciated the advisor’s input and direction and this particular student had been fairly disruptive at the meetings. In general, she believed people in the organization thought she was a hard and dedicated worker. The student body president, who submitted her name for appointment, thought she was doing a good job. In terms of the general student and university population, people who submitted her name as a key female student leader on campus, admired her courage and accomplishments.

Karen also has friends in the organization, the publicity person, secretary, and treasurer were all good friends of hers and she maintained that these individuals were assisting her with the organization. For the most part, she did not feel as if these relationships created problems in the organization, although there were times when it was difficult to ask one of them if they had fulfilled their responsibilities for the organization.
In general, she sensed that she was viewed positively and with respect by her peers on campus as a leader. She felt different and apart from other students in that she was very active and was satisfied with the difference. The distinction between her and other students did not make her feel isolated, just that she had different concerns. In her words, "I feel like I have responsibilities that some people aren't even thinking about." Karen didn't relate well to students in fraternities and sororities, and indicated they were a group of student with whom she had the least in common. She perceived them being involved in very different kinds of activities and having totally different interests than she.

Emma also socialized with people in her group and it created the most problem for her with her co-chair who she described as a "slacker". She had a tendency to get angry with him when he didn't complete his assignments and he had difficulty understanding that she was angry with him. Some of the other individuals in the organization were freshman and she didn't sense she had much in common with them.

Emma thought she was viewed fairly positively by students, that they respected what she was doing. In one instance her boyfriend's roommate told her,

You know, so many of us just sit around and bitch about what goes on and you actually try to do something instead of just bitch and I really respect that.

In other situations, students didn't understand what she did and what motivated her and she was teased for being so serious
and involved. She has also heard that some women are intimidated by her. Emma felt different from many other students because she was so active and involved and they were not, "I think the number of socially-politically active students is small, but the ones who are active are very active." In Emma's opinion, people didn't expect her to have as strong opinion as she exhibited and to be able to stick by her commitments. She believed she was different from other students who did not share her drive and ambition, she was less concern with socializing and "I think I am one of the few people who actually takes initiative and gets things done."

As is the case of the other respondents, Madeline socialized with some of the people in her group although not all of them. Even if she wasn't good friends with students in the organization, she may have known them through her sorority or other social situations. Although she tried to be objective in most situations, these relationships created problems for her because people tended to take her comments or reactions personally. She was personally affected when her friends in the organization let her down in some respect.

Madeline worked well with freshman women in the sorority because she felt strongly that they represented an untapped resource.

These were girls that had been totally active in high school and I think girls in my sorority forget that...When they're freshman they just don't have as many opportunities to get involved.

She believed if these young women got involved, they would be
valuable members of an organization.

When Madeline attained the position of Executive Director of this large campus-wide festival committee, many individuals around campus congratulated her and seemed sincerely pleased with her success. For the most part, Madeline understood that students on campus viewed her positively, if they were aware of her position as a student leader. She believed she was viewed by her peers as demanding but fair, not a pushover, but willing to "give and take a lot." Madeline also felt different from other students because she perceived them as not being as involved and having a lot of free time.

Alicia was also friends with members of her organization and experienced some problems with playing a dual role as leader and friend. There were situations when she was called upon to speak to a friend about fulfilling their responsibilities and this created awkward situations for everyone. Alicia didn’t mind handling the predicament directly,

That’s just one of the prices you pay for being friends and co-workers at the same time but we deal with them as they come along, basically...There comes a time when you have to cut to the chase and say, okay, this is business, let’s do it.

There were many African American students on campus who believed that Alicia should have been taking a more radical approach to issues on campus and when she was not, she was criticized. She explained her position,
but at the same time there are a lot of people who want to be revolutionary all of a sudden, who want change without actually making the effort.

She also had students comparing her to the former President of the organization who was a very dynamic leader, very political and an individual who was often speaking out through the campus media.

Even though people may have disagreed with her, her approach and accomplishments, Alicia sensed that most students respected her and viewed her as a very serious, focused person with a solid opinion. She felt she was also perceived as a good leader, someone who had an agenda, specific issues she hoped to focus on. She sensed that students who knew her also characterized her as someone who liked to have fun.

Her boyfriend told her she had a tendency to move rather quickly on issues and had a desire to get immediate results. He explained that she should not expect people to have the same habits and style she had and Alicia believed his point was valid.

As was the case with Madeline, Alicia viewed this freshman class as potentially very active. About getting new students involved, she stated,

You have to get them when they first come in, their minds are fresh and there's nothing on it. And if you get them there and just present very important issues and let them know what's going on and maybe let them know the outlets that are going on, they'll probably stay involved.

Finally, Alicia felt different from other students because of how active she was and the fact that she had a code
of ethics which she is not sure other students possessed. Other than that, she didn’t necessarily feel isolated, probably because the African American student population at this particular institution was small so students came to her organization’s events and supported them.

**Men**

At the time of the interviews Hilliary didn’t have a special man in her life though she was dating a male student leader. They were both busy with their activities and they anticipated leaving the area in the near future, so the relationship was not serious and they rarely found time to spend together.

Although she liked the idea of being in a relationship with a man, she admitted she was very busy and her schedule didn’t really coincide with anyone she had met. It didn’t appear to be a matter of great concern to her at that time in her life.

She believed that men found her rather outspoken.

> I think they’re taken aback because I’m so assertive. They may be taken aback by me first because I don’t know if they fully expect a woman, a short woman to just come out and just say what she’s thinking.

However, she believed she was respected by men who knew she was serious about her career and social issues.

> They know I do my job and they also know I’m an individual with an identity and that includes my humor and my obnoxious laugh and stuff like that.

At the time of the first interview, Connie was not
involved in a relationship with a man and believed her leadership position was a deterrent to establishing a meaningful relationship. She longed for a person in her life who could be supportive and offer companionship.

It sounds sappy, but I really think people really are happier when they have, when they're in a relationship, a healthy one, and also it makes for diversion, because otherwise you tend to, keeping them at work.

During the second interview, Connie was pleased to reveal that she had met someone special, a friend of the person with whom she co-led the organization. Although the relationship had not been going on long, she was very happy about it. He was impressed with her leadership position and she admired him as well.

Victoria was involved with another officer in the Asian-American organization and she spent much of her free time with him. Sometimes she felt as if he was the only person she had time to socialize with outside of academics and leadership activities.

Karla was told that men her age were intimidated by her leadership position and she was shocked by that revelation.

They’ll view me as, number one, since I’m 22, a little older, and then also everyone sees me as having all my stuff together, and a lot of people, especially with guys, their attitude is like, wait a minute, if I’m going to be with her I have to have all my stuff together, so different guys, I’ll find out after the fact...are just kind of intimidated because of everything I do.

At the time of the interviews, she was involved in a significant relationship with a man who had known her for a
long time. She concluded he was not intimidated by her and in general, she believed men who were a little more mature were not unnerved by her or her position.

Jessica believed she experienced problems in relationships with men because they were intimidated by her. As a result, she sometimes dated older men because she perceived them to be more sure of themselves and able to hold their own with her. However, at the time of the interviews, she was involved in a special relationship with someone out of college with whom she was getting along very well.

At the time of the first interview, Sarah had a boyfriend in a nearby city and recounted that it was difficult getting together with him because her leadership position kept her too busy. She was unsure whether or not her position got in the way of relationships with men other than the time factor. However, her vice-president told her she would never have a relationship with a man because she was too demanding. The interview was the first time she had given that issue any thought. During the second interview, Sarah told me she and her boyfriend had ended their relationship.

Priscilla believed that some men found her and her leadership activities objectionable. In fact, one young man she dated stopped calling her when he discovered she was running for student body president. She contended that some women downplay their skills and accomplishments so as to make the men in their life feel more important.
I hate that this happens, but there's almost this need to make the men feel like, you're really in charge but you don't want them to feel threatened by it or think that you're really in charge. They're still the man.

She had also had relationships where the men tried to compete with her and couldn't handle her leadership activities. Therefore, she tried very hard to separate the personal side of her life with her experience as a student leader.

At the time of the interviews, Priscilla was involved in a special relationship with a man who seemed to be able to handle her strong personality and successes in leadership. She described him,

My boyfriend's very nurturing and motherly and "don't get your sleeve caught in the soup" kind of, "here, honey, let me fix your belt", kind of thing.

Samantha's boyfriend was older, he did not go on to college after high school and although she didn't feel he was threatened by her in any way, she thought he might not feel as if he was good enough for her. At the time of the interviews he was going back to school and felt very good about that. Samantha received a lot of emotional support from her boyfriend and would seek him out to discuss problems that were aggravating her in her leadership experience.

Amanda tried to go home every weekend to see her boyfriend with whom she was engaged to be married. She didn't believe her position was a deterrence to her relationship other than the fact that because of it, she couldn't go home every weekend. During follow-up phone calls after the
interviews, Amanda told me she and her boyfriend were no longer together.

Liza had recently married a young Australian man with whom she felt she had a mutually supportive relationship. They had been together for a number of years and they married so that she could apply for a visa to go to Australia. She described him as "my best friend." He was involved in his own interests and needed time on his own so her leadership activities did not deter her relationship with him.

Karen did not sense that the men she knew treated her differently because of her leadership position. She attributed this to the fact that she believed men in social awareness groups tended to be on more of an equal basis with women. In her words,

people that are involved in a lot of social awareness groups around campus, both male and female, think of each other as equals just striving for some other goal, not domination of one another.

She was not in a relationship with a man at the time of the interviews and wasn’t at all concerned with becoming involved with someone. At 18 years of age, she believed she had plenty of time to be have relationships with men and she should not be concerned with settling down with one person at that time.

Emma believed she had good relationships with men because they were more willing to debate issues than women. On the other hand, she valued her female friendships. She also sensed that a relationship with a man could get in the way of
leadership activities because some men with whom she had been involved were not supportive and the relationships suffered because of her involvement.

However, the man in her life at the time of the interviews was understanding and accepted her and her positions. She talked about deciding whether or not to pursue future goals which took her away from his commitments or to try to live near him. At the time of the interviews, she had decided to pursue her own goals before settling down with her boyfriend.

Madeline had been involved with a young man for four years. He was very active in leadership on campus and she considered him a role model.

He's been really great as far as role modeling, he taught me a lot about how he treated people and how he was open to others' ideas.

Several of the men in the organization knew Madeline because she was involved with one of their fraternity brothers and she has seen them at what she termed "date parties". However, some of the men in her boyfriend's fraternity viewed her solely in the role as their fraternity brother's girlfriend and not as a student leader in her own right.

Alicia also believed that college men were turned off by women leaders who they might see as excessively organized and serious. On one occasion a male friend told her a man was interested in her but he (the friend) told the other man "not to worry about it because no one talks to you because you are
untouchable". However, at the time of the interviews she had a boyfriend and did not perceive her leadership position as being a deterrent to the relationship. "I think there's a certain type of person who can respectfully accept what you do", she said.

**Faculty, Administration and Others**

Hilliary had different relationships with the administration depending on who they were and the positions they held. Since she was more concerned with the people she was helping as a volunteer than the University's public image, some administrators were in conflict with her because her organization was viewed as important to the institution. She believed some male administrators perceived her as "bitchy" because she was a woman, whereas men in similar situations would not have been viewed as negatively. On the other hand, those with whom she worked in an acquaintance rape program viewed her as a conscientious, dependable individual.

In addition, Hilliary was positively influenced by her Resident Director who she described as "just a wonderful, wonderful woman." In general, Hilliary believed her participation on campus was valued and appreciated and that she was taken seriously by others "when I need to be".

Connie found her relationship with her organization advisor extremely valuable under trying circumstances. He was very competent and gave excellent advice, and was supportive and friendly, yet gave her and her co-chair enough autonomy to
make their own decisions. She and her co-chair thoroughly enjoyed their meetings with the advisor,

And we chat about other things too, and we joke around. I know some people they go to their advisor, they just want to get their business done, and we go over to his office where we spend about an hour just sitting around and talking about stuff. I can't say enough about him.

Their advisor offered positive feedback and Connie sensed other administrators thought they were doing a pretty good job as well.

For the most part, Connie felt valued as a student leader on campus and taken seriously as much as any student group could be. In the music industry, within which she functioned in her role as a student leader, she had gained the respect of some of the people because she asked the right questions and behaved in a professional manner. In her opinion, some people off campus didn't take students seriously.

I don't think anyone takes any student group very seriously, just because they think a student group, it's just an extracurricular activity or whatever.

Victoria had a somewhat adversarial relationship with the Vice-Chancellor of Student Affairs because the Asian American student association was making demands to which the administration was not willing to concede. With regard to how she was perceived on campus in general, some people assumed that since Victoria was Asian she must be passive and insignificant.

If it's somebody who I've never met before, a lot of people who just see me look at me and say, "There's a really cute little Asian girl--let's go pat her on
However, for people who knew her and worked with her, they understood that if she wanted to be taken seriously she could be. Others who viewed her in a more casual context or in situations where she didn’t need to be influential, might not see her as commanding as others.

Karla sensed she was well regarded by faculty and staff because they were always calling upon her to be on panels, recommend students for committee appointments and awards, fill out surveys, and similar responsibilities. She would not get involved in protests or other radical activity unless she firmly believed in the rationale for doing so. If she felt strongly about an issue however, she would not hesitate to speak out on it.

One staff member in the student union has been very influential for Karla. He offered advice, assisted her in managing her time, and was concerned with her welfare.

So I think he’s been the one to be there and be behind me in the things that I’m doing and watching over me, because he says, we can’t lose you. One time I was sick and he was like, you’ve got to slow down because you’re my president.

She also admired his leadership skills, the way he could take charge of a group, accomplished goals, and motivated individuals in the group.

Karla felt valued as a student leader on campus and since she was careful to only take a stand and speak on issues with which she was knowledgeable, people understood that she was a
capable leader.

I’m a very outspoken person, but I’m not going to speak about anything I don’t know, I’m not going to get up there and talk and run my mouth off about something I don’t have any prior knowledge of.

In her position as student trustee, Jessica did not always see eye to eye with other trustees or the administration. In fact, she has raised issues in which they would rather not see her involved and her relationships with these individuals had suffered because of her convictions. She stated,

People [administrators] are constantly saying "That Jessica, when is she going to hurry and leave so she can stop making my life difficult".

She discerned that most administrators understood the significance of her position as Student Trustee and would not say anything publicly against her. Jessica was never afraid to disagree with others, let people know her opinion, and was secure in the fact that she was taken seriously by others.

Even though she was sometimes at odds with the administration, she also received positive comments from some trustees and administrators. Two trustees were interviewed about her for the student newspaper and they responded that she was doing a fine job. The president of the university and another administrator on campus told her they admired her strength and were sympathetic to her in light of the negative criticism she had been receiving in the student newspaper.

Sarah would have appreciated more contact with faculty and administrators than she had in her leadership experience
which was focused on programming in the residence halls. She would have preferred to get involved in residential governmental issues and have working relationships with the administration. Her advisor for the organization had been very helpful, Sarah enjoyed talking to her and felt her guidance has been beneficial throughout the experience.

Priscilla had a very supportive advisor, whose assistance she found to be invaluable. She also had an excellent rapport with the President of the University and believed that together, they accomplished several initiatives which benefited students.

He [the university president] had the faith that I would do that [work with him on an issue in Student Senate] and we got in votes that got passed through things that the administration and I felt were very important by student votes and that’s because as I said before in the meeting, this is how we need to vote, we need to vote together, we need to use our powers.

Priscilla concluded that the administration and faculty had great respect for her.

Samantha had little to say about her relationships with faculty and staff except that she felt they respected her and the job she did on the student newspaper.

Amanda was unsure of the perceptions of faculty and administrators on campus because she didn’t know whether they were aware of her organization or her leadership role. She thought individuals who knew her viewed her as a dependable and effective student leader.

Liza was also not aware of how faculty and administrators
at her institution viewed her other than as active in student organizations. In her leadership position at the institution she attended prior to that during the time of the interviews, she was much more cognizant of the administration and their reaction to her. There she was viewed positively and had a good relationship with administrators.

As an individual of some public notoriety because of a tragedy on campus, Mara felt she was "given the benefit of the doubt" by most faculty and administrators in her leadership position. Confined to a wheelchair, she sensed that people were less apt to view her and her leadership objectively, less likely to see fault in her actions or in the execution of her duties. In her opinion, faculty probably viewed her as extremely active and busy because she had, on occasion, missed class assignments because of her involvement.

Karen spoke frequently about a high school teacher who had been very influential for her in her leadership position. She considered him an excellent facilitator, leader, teacher, and an inspiration to her. "He’s the best person I know", she confided. This being her first year on campus as a student leader, she was unaware of how faculty and administrators perceived her and her leadership and hoped to get more involved with them in the future as she continued her endeavors.

At the time of these interviews, Emma was very discouraged with members of the faculty and administration
whom she felt had not supported her in any way. She had been overlooked for an award for which she felt extremely qualified and in addition, was treated poorly at a departmental function. In some ways, she thought this response by the faculty and administrators was a result of the fact that she spoke out on various issues and was not afraid to express her opinion.

Madeline relied on her advisor to a great extent for assistance, advice, and direction,

I’ve learned a lot from her, such as you don’t have to be really mousy to be nice. You can still be a nice, happy, positive person and demand things of people. If you’re not asking for too much, and if they can’t give it to you, then you need to sit down and talk to them.

Her advisor taught her to be firm with people and not to vacillate on issues of importance. With regard to other faculty and staff, Madeline was unsure whether or not they knew her or her accomplishments as a leader. For the most part, she hoped they viewed her positively.

Alicia felt she was supported by and had good rapport with faculty and staff who knew her. They called upon her for committees and to participate in a variety of situations. Alicia tended to agree with the administration’s position rather than the students’ on various issues and was somewhat uncomfortable with this situation in that most students disagreed with her. She was not trying to get the approval of the administration, but simply had similar opinions and ideals. She explained,
Just with some incidents on campus one of our administrators was saying "You know, I can’t exactly give you what you want, I have to give you what you need." And I firmly understood what he was saying, even from a students’ standpoint but some people can’t digest that.

Support from Others

The respondents talked about people who they looked to for support and assistance within the context of their leadership experience.

Hilliary turned to her peers for support when she needed it. She confided to another student leader not associated with her organization whose busy and stressful time periods were different than hers so they were able to sustain one another. This individual could relate to many of the situations she experienced in that he was Editor of the Yearbook and a resident assistant. She also relied upon the Co-chair of her organization to whom she had a "very, very close" relationship. Without her Co-chair, "this organization would have folded. There’s no way I could have run this on my own at all."

Hilliary also had a very good friend at another institution who she called upon to listen to her troubles, and she referred to her sister who attended the same university as another source of support. She pointed out that she did not go to her parents for advice because she felt as if they could not relate to her situation.

Connie talked often of having an excellent working relationship with the organization’s advisor and that
discussion is illustrated in the section above on relationships with faculty and staff. In addition, she spoke to her mother about problems and her friends were very supportive as well. The organization also received encouragement from the off-campus agencies they dealt with in promoting the concerts. She believed their positive reactions were a result of the organization’s efforts to operate in a professional manner.

With regard to organizational issues, Victoria referred immediately to the other Co-President, the executive board, and the advisor. Although she was reluctant to speak to others about her personal problems, she would probably seek out friends and her sister who was nearby.

Karla indicated that her advisor was very helpful and the Vice-Chancellor for Student Affairs had also been supportive with regard to issues for students of color on campus.

Jessica considered her grandmother, who she perceived as a very strong person, to be supportive of her in any endeavor. Although she felt close to her parents, Jessica didn’t believe they would understand her problems with regard to her position on the Board of Trustees. With regard to being supported as Student Trustee, it was difficult to be discuss her experiences with others because the complexity of the position. She stated, "I don’t know who I go to because people are not involved with this type of job".

In the beginning of her leadership experience, Sarah’s
friends were very supportive and went to her organizational meetings to advocate for her. She spoke extensively with her roommate about matters of concern and sought out her advisor when there were situations with the organization in which she felt uncertain.

Priscilla got a lot of support from her male vice-president and felt strongly that he would be there for her no matter what the situation. She believed she and the Vice-President complimented each other with regard to their personality and skills. She also affirmed that she had a great advisor who was very supportive.

When the team gets down, the three of us, and I like to think of the executive branch as the main team, we can go to him (the advisor) and he’s very inspirational.

Although she had spoken to administrators a few times when she had difficulties, Samantha spoke mainly to her boyfriend, her friends and sometimes her mother for support.

Amanda depended on her roommate, who was also the Vice-President of the organization, for support and assistance.

She’ll talk about anything and we’re very open with each other so if she says something like, well, I don’t think you should have done this, then I don’t take it offensively. We’re very open with each other so we can tell each other anything.

Most often, Liza obtained support and affirmation from her partner who encouraged her and gave her a different perspective on situations in the organization. Although her partner was her main source of support, she also spoke to one of her aunts and some of her friends when she needed to talk
about her concerns.

Mara was supported by her caregivers, a special friend, and her brother.

Karen contacted the leaders of another local Amnesty chapter who had been very helpful with situations in the organization. They continued to check on her and make sure everything was going well. She also received invaluable assistance from her roommate who worked on the budget which she described,

it was like 20 pages of paperwork to do on that budget, and we had absolutely no idea where to start from, because we went from zero dollars, both of us being freshman, no idea what we could ask for.

Emma received a lot of support from her boyfriend and peers and was encouraged by several friends who told her they respected her and her efforts in the organizations.

Madeline’s main source of assistance was clearly her advisor who was new to the organization, encouraged Madeline, and helped her regain her self-confidence when circumstances occurred to shake her determination. She also spoke to her parents and her boyfriend who were continual sources of strength.

Alicia’s support person was her friend who had been active in the organization but, at the time of the interviews, was a resident assistant. Having been involved in it, this individual understood the intricacies of the organization but was able to offer an objective point of view.
Summary

Most of the respondents, (eleven) indicated they had friends in their organizations and seven of those women perceived their relationships to be problematic when responsibilities were not followed through or other difficult situations occurred. Four of the women who had friends in the organization did not perceive their relationships to be problematic with regard to their leadership positions.

Several (six) of the student leaders stated they felt different from other students because they were more active, involved in campus issues and committed to the missions of their organizations. They perceived other students to be less active in out-of-classroom activities and this difference was viewed as positive by at least one woman. However, several of the women expressed feelings of isolation from other students, a situation that could be troublesome at times.

For the most part, the respondents believed they were well regarded and respected by their peers although two of the women were told they intimidated other students. Words they used to express how students perceived them on campus were overachiever, a good leader, organized, an accomplished speaker, a hard worker, and focused. Several of the respondents mentioned that students did not fully understand the issues or their experiences, primarily because the students did not have as much information as they did. This sometimes created problems with regard to their relationships
with their peers.

With regard to becoming student leaders, four of the respondents were highly influenced by other students who got them involved in student organizational activities. Two women modeled their leadership after students who had been in the positions before them or other leaders on campus.

Ten of the respondents were involved with a special man at the time of the interviews and they expressed positive feelings about these relationships. Three of the women viewed their boyfriends as very supportive, individuals to whom they turned for advice and assistance, and Madeline spoke of her boyfriend as a role model. Several of these women concluded that their leadership positions were not a deterrent to a relationship with a man.

However, several of the women (five) stated that they believed some men to be intimidated by them, their assertive, outspoken temperaments and their leadership positions. This seemed to be particularly true of younger, college age men and became less pronounced when they came in contact with either upperclassmen or men out of college.

Although the women found relationships with men to be a positive aspect of their lives which could be supportive and nurturing, they did not appear to rely on the cross-gender relationships for affirmation or self-esteem. Those who were not involved with men recognized the fact that they were immersed in activities which were important to them and their
commitments could not be compromised.

Many of the respondents (six) believed they were well regarded by and had a good rapport (three) with administrators and faculty and three others felt valued as student leaders on campus. Alicia insisted that she shared the opinions of the administration more often than the students and this created difficulty for her with regard to her relationship with students. Priscilla also worked closely with the administration to accomplish her goals for students.

Four of the women stated that they had excellent administrative advisors who assisted them in their organizational endeavors, and two of the women mentioned a particularly influential staff member who they emulated.

On the other hand, several of the respondents (three) reported adversarial relationships with administrators or faculty. Hilliary believed she was viewed as "bitchy", particularly by male administrators. Three of the women were unsure as to how they were perceived by faculty and administrators because they didn’t have that much contact with them.

Overwhelmingly, the respondents sought out their peers for support and assistance, mostly in the form of discussing their problems in the organizations. This also included their boyfriends, or in Liza’s case, her husband. They trusted their peers and believed they would understand their problems when parents might not fully comprehend the situations they
encountered in the organizations. However, the women recalled seeking the advice of parents, a mother, grandmother, a brother, sisters and an aunt. Several of the respondents (five) also pointed to their advisors or an administrators as sources of advocacy and inspiration.

For the most part, the respondents had excellent relationships with others on campus. Most of them had friends in their organizations, were well regarded by other students on campus, and sought out their peers for support. A good number of the women were engaged in a special relationship with a man and some of them were also sources of advice and encouragement. However, several of the women believed men were intimidated by them and their positions were a hinderance in their cross gender relationships.

The respondents had good relationships with administrators and faculty as well. Several of them spoke of the invaluable assistance of staff advisors and accomplishing their goals with the assistance of the administration. However, some of the issues in which they were dealing created adversarial relationships between the administration and student leaders.

**Gender Issues and Leadership**

This section comprises the respondents' remarks and responses about being female in their leadership positions, what perceptions they believe others have of them, and what role gender played in their leadership experiences.
Although she stated that volunteer organizations had traditionally been led by women, Hilliary believed that being a woman definitely affected her leadership experience. The difference is the way in which others perceived her and she attested that a double standard exists. "Yeah, I'm assertive, which equates to bitch." She believed men were expected to be more forceful, so when she exhibited similar behavior, she was viewed negatively as a woman. In her Resident Assistant position, she needed to prove to students that she was competent and capable.

Connie observed that the music industry was dominated by men, and they preferred to deal with the other Senior Manager who was male because they assumed he would be more knowledgeable about the technical aspects of producing a concert. In fact, she was the individual on the team who contributed technical expertise because with her theater background, she had some knowledge of lighting and sound. "Lot's of times I've had to sit down and explain things to him, [the other Senior Manager] which I don't mind doing, because he should know, I don't want to keep him in the dark about anything."

In Connie's opinion, being female affected the way others perceived her in that they made assumptions about her level of knowledge and capabilities. She also noticed that people went to the male senior manager with technical problems but the junior managers and volunteers referred to Connie for personal problems. She presumed that they viewed her as a maternal figure. Speaking about the way people perceive men and women
Connie stated, "people remember what guys say but they remember what girls look like more."

Victoria’s organization had a history of female leaders and she stated that the members concluded that the operation was more organized when a woman led the organization. Apologizing for generalization, she guessed that men have a tendency to be more task oriented, regardless of how the people in the organization were affected, and women had a tendency to be more aware of the concerns and feelings of people in the organization.

Karla stated that many leaders in her area have been women and she believed they were viewed positively by others. Toward this end, she dressed and acted professionally so as to be perceived as an effective leader, not in terms of her gender.

Jessica experienced the most intense disagreements with other Board members who were female. She recalled circumstances when female board members had been rude to her, intimated she was not prepared for the board meeting, and confronted her directly about issues of importance to her.

Jessica believed that at times, she was not taken as seriously because she was an attractive young woman. For example, in response to a request for help in finding a job, one of the Board members told her, "Well, you know, you need to get something more behind yourself than just that pretty face".
She also suspected that administrators behaved differently toward her because she was a woman. In one situation, she had experienced some difficulties and the President gave her a hug in support. She assumed he would not have responded the same way had she been a man and wondered whether or not she was being patronized.

Sarah was not sure at the time of the interviews whether or not gender affected leadership. She imagined that it probably changed the way some people perceive women leaders but in her experience she had not substantially felt a difference.

Priscilla spoke often about the issue of gender. In the context of her election as student body president, she believed the issue of gender arose often as people questioned whether or not she could do the job as a woman. She also attested that her sexual history became a concern in the election as well.

In addition, Priscilla concluded that men didn’t appreciate having conflicts with her when she was being assertive,

and when it’s a man that I’m having a conflict with, you can tell, they are gritting their teeth. They don’t like it.

Other people didn’t appreciate a female being in an authoritative position and would be more willing to let her be assertive if she were a man. She also believed that women had to prove themselves and the credibility of men was assumed.
Finally, she wanted to be perceived as a woman and found that to be the ultimate paradox.

Either you have to be a pushover to be considered feminine and wonderful and this typical picture of a woman and, if you are not, and if you do your job, you're not perceived as a woman. So it's kind of a Catch-22.

Samantha stated that she did not consider herself a feminist and she didn’t think much about whether or not her gender affected leadership. She did not believe it was more difficult for women to lead men, nor did she conclude that male leaders behave differently than female leaders. She admitted that people probably perceive women leaders differently, particularly if they had not had much past experience with female leaders.

Amanda did not believe that being a woman affected either her leadership or the way in which people perceived her.

Liza related her experiences in class with a professor who treated women differently, but didn’t feel as if she had a lot of experience with issues of gender in leadership. She believed that some men did not like to be led by women and therefore it was more difficult for women to lead men. She had a sense that at times, some men did not pay attention to what she was saying and surmised their response was due to her gender. She also contended that in groups of men and women, men speak more often and interrupt more often than women.

In general, Liza concluded that people tended to look to males for leadership rather than females and this was probably
a culturally learned response. However, she stated she did not have any notable personal experiences in leadership that brought out inequities because of her gender.

Mara did not experience differences in the way she was treated because of her gender. She maintained that being in a wheelchair superceded others' perceptions of her as opposed to her status as a woman and an Asian American.

Although Karen had not encountered gender differences in college, she stated that in high school there appeared to be a lot more emphasis on traditional gender roles for male and female students. For example, popular men tended to be athletes and women were cheerleaders or engaged in other similarly traditional activities. She believed that in college, the people with whom she came in contact were less likely to retain stereotypic images of men and women.

Emma believed that women could be just as capable in leadership as men but that they might not be perceived as often as leaders because culturally, the concept of a leader was associated with men. One of the issues she brought up was

I think women oftentimes are just too passive, even if they completely disagree with a person, they just don’t know how to vocalize it.

Because people do not expect a woman to speak up, Emma sensed in certain situations when she voiced her opinion in an assertive manner, she was perceived as more threatening to others than she would have been if she were male. She also
asserted that women are less likely to be perceived by others as a leader.

Emma believed she was lucky to have had contact with strong willed, articulate women leaders and because of these experiences, she didn’t believe there were any inherent differences between men and women with regard to leadership. However, the difference existed in the way they are perceived by others.

Speaking from her experience in observing her boyfriend as President of his fraternity, Madeline attested that male leaders are different from female in that male leaders were less likely to delegate to others because they didn’t want to admit they needed help. They were also too concerned about being friends with the person they might be delegating to than to be willing to give them assignments.

In Madeline’s opinion, men are also less likely to want to be led by a woman. She believed college men lacked organizational skills and were stubborn, did not want to be reminded of their responsibilities by a woman. At the time of the interviews, she was having particular difficulties with one young man in the organization who continually challenged her. In addition, some of the men in her group viewed her as their fraternity brother’s girlfriend and not the leader of their organization. Madeline admitted that leading college men was difficult but thought it might be easier in a professional setting.
Most of the executive board of Alicia's organization was female and men in other organizations told her she would probably get more done if she had more men in the group. Speaking from her experience, Alicia reported that college activities tended to center around what men do and she believed a man would be more likely to be elected to a leadership position than a woman. However, once elected, she concluded that women accomplish more in the position.

Alicia also believed that people do not trust women to lead as much as they do men. One man told her that women's decisions were too emotional, for example. She agreed that women tended to be more emotional but didn't believe that was necessarily a detriment. Alicia stated that if Malcolm X had been a woman, no one would have followed him even if she made the same statements and lived during the same time in history.

According to Alicia, if a woman is trying to lead men, she must first "make him understand what you're doing and why you're doing it and make him feel secure in it." She believed that as a student leader, one might be able to get more people involved as a male than a female.

**Summary**

Many of the women felt strongly that gender did affect leadership, primarily in the way in which people perceived women leaders. Either women weren't expected to be as assertive and when they were they were seen as bitchy, people tended to accept males as leaders on face value and women had
to convince their constituents of their abilities and vision, or men had a more difficult time being led by women.

Only two of the respondents believed men actually had different leadership qualities beyond the perceptions of others. Victoria believed that men had a tendency to be more task oriented and women more sensitive to the people in the group. Madeline attested that college men were reluctant to delegate and were more likely to let friendships in their organization affect their behavior.

Four of the respondents had neutral responses to the issues of gender and leadership. In most cases they understood the societal issues of female inequality but had not had any personal experience as a leader in college. One of these young women had experienced that others perceived her differently as a woman when she was in high school but not in college. Three of the fifteen respondents did not believe that being female had any affect on their leadership experience or the way in which people perceived them.

**Being Different From the Predominant Culture**

Six of the respondents represent ethnic minority groups on these predominantly white campuses. They discussed issues of concern to students of color, whether or not being a student leader gave them more of a sense of belonging on their campuses, and how they believed they and their organizations were perceived by others.

An Asian American, the mission of Connie’s organization
was not associated with her ethnic culture and she received some criticism from Asian Americans on campus who would have rather seen her involved in their group than the entertainment council. In her opinion, she did not perceive culture to be related to leadership, but appreciated the fact that being a student leader made her feel more competent and capable as a minority student on a predominantly white campus.

So I think when I do have to deal with racial problems, just knowing that I'm successful in this and it's not just like a minority organization, it's pretty diverse also, that I have something to back it up to myself that I'm competent, I'm able, and I'm not using my minority status, whatever, to get ahead. I know I've done it on my own.

Victoria believed that being Asian American affected her in her leadership position because in the Asian American community, she was considered an outspoken leader whereas in a white or African American culture, others might not view her as assertive.

Within the Asian community I am considered fairly outspoken, however, for example if I were compared to the African American community, I would probably be one of the quietest people around.

Victoria was dealing with an important issue on her large university campus, that of the Asian American students acquiring a cultural center. The African American and Latino students had cultural centers and the Asian Americans did not. Victoria was trying to get access to information about the budget, how much money the various offices dealing with ethnic students were allocated, and was pushing hard for an Asian American cultural center.
The two African American student leaders from this campus, also respondents in this study, were involved with the issue as well. They supported the Asian American organization in their efforts to acquire a culture center. Jessica brought the issue to the Board of Trustees and was publicly criticized for it by another Board member. Karla used this situation as an example of racism on campus. In general, the issue was important to students of color on this campus and divisive in that culturally oriented groups were viewed by others as separatist organizations.

Because they were not granted a culture center, Victoria was disappointed and this was reflected in her statements about the fact that numbers of people were more important than the issues. Through the experience, she learned, "numbers speak, that people have power, and only large numbers of people really have power." As a result of her experience, Victoria became acutely aware of the issues of Asian Americans on a predominantly white campus and that people were unaware of issues for Asians because they tended to be more passive, less likely to voice their concerns and complaints.

Karla stated that she was uncomfortable with some of the race issues on campus, particularly since her organization was, at the time of the interviews, being viewed as a separatist group. These attitudes stemmed from the situation with the Asian American students wanting a culture center described above. She was discouraged by the fact that those
who assumed her organization was separatist had never been to a meeting or an activity. Karla was very proud of the fact that a diversity of individuals were members of the organization and attended the black student union’s events.

Karla felt uncomfortable on campus in situations when she was one of very few African American students, which was most situations she encountered on this predominantly white campus. Having grown up in a large city and attending a high school with approximately 60% African American students, she confided, "I had never seen that many white people in my life, especially at one time." She concluded that culture centers and ethnic organizations help students cope,

and it’s organizations like [the black student union] and the culture center that helps you realize that yes, you can mingle with other people yet appreciate that you are special and that you are someone and believing in your culture also.

Another racially discriminatory attitude that disturbed Karla was the perception that African Americans were let into the institution because of their color and did not deserve to be there academically.

She concluded that being a student leader sustained her in many ways as a student of color on a predominantly white campus. It was discouraging to her that one needed to be as knowledgeable and active as she to feel a part of the institution and have access to the administration.

Karla believed that her experiences as an African American affected her leadership in that it helped her relate
to people, particularly in respect to not prejudging others.

I don’t want anyone to prejudge me so I try not to prejudge other people. Because I don’t know the person and I’m not going to prejudge on what your ancestors did or even what your parents did, I’m going to try to judge you for what you show me.

Jessica raised the issue of the Asian American students wanting a cultural center on campus at the Board of Trustee meeting and other Board members made comments that she found disheartening. She recounted the situation,

This one board member, the same one who told me to read my packet, says to me one time when I was talking about the value of culture centers on campus, "Well Jessica, you’ve obviously crossed the lines, you obviously go outside of people who are familiar to you to become successful. So don’t say that all students need a place to feel like they’re at home because it’s obvious that you have done (?)"

She realized that students of color are in the minority even if the administration groups them all together so the university needs to accommodate the inequities. She stated,

If you make a commitment to say that we want you to be here, you’re welcome, you’re taxpayers of [state] just like any other student, we want you here, this is your place, you pay for it just like any other person, they should accommodate in some way those groups. And you spend half your time just proving the basic things, the fundamental points.

When asked whether or not being a student leader helped Jessica feel more comfortable as a minority on campus, she responded that unfortunately, she was more aware of some of the racism on campus that occurred at the highest levels. Jessica also stated that being a student leader of color campus put her in the position of being overburdened with a number of added assignments and responsibilities by virtue of
the groups she represented. By being a member of a minority group, she was oftentimes expected to be on committees or panels to represent students of color. She explained,

You’re so overburdened because there are so few of you that you are assigned many more tasks than the average individual because you have to represent so many ideas on so many different panels because there isn’t a bulk of you that can be spread out over a diverse population.

Although these responsibilities were added to her already busy schedule, she was willing to take them on because she understood that such tasks were her responsibility as a public figure. Finally, she became disheartened by the fact that minority students made up only 7% of the student population yet the institution spoke frequently about being committed to recruiting and retaining students of color.

Alicia didn’t presume there was a special quality about African American leadership, only the issues involved for people in the community and on campus. For example, she always had to work very hard as a student and no matter how she excelled, she believed she has been seen as an exceptional African American, not just as an excellent student. She stated she has always had this stigma even in the private high school she attended.

And it was right to the day I graduated and you come to college and that syndrome really doesn’t change, but if you get involved, if you’re a good student, all of a sudden you become a representative for the community, that’s just how it is.

She also found that as an African American student leader, she was asked to be on many committees and take on other
responsibilities,

...be on this committee, be on that committee. I don’t mind anymore, I figure if I’m good at it so what. I don’t let it bother me as much as it did when I was growing up. Now I just accept it.

Alicia had difficulties when students would come out of the woodwork to get involved when racial issues arose on campus. These students usually had not been active in the past, nor had they been working toward positive change as she had. Sometimes she was criticized for not taking as active a role as others felt she should. In response, she encouraged students to take steps that affect change on a longer range basis. For example, she persuaded students to get involved in key university committees and organizations to affect change. However, she recalled that the students were not likely to follow her advice.

Alicia found another situation troublesome, and that was an issue within the African American community between women’s issues and African American issues. She believed that in the African American community, the issues for men have overridden problems women have. In her opinion, African American women have had as much hardship as men and their needs should not be overlooked.

I think it’s because the black woman is doing significantly better to a certain extent. That’s my biggest problem now. I think a lot of people are pushing that too hard, and now women are trying to push it, and I kind of got a problem with that. There’s a difference but not I think a lot of women are starting to buy into it.

Alicia viewed this issue as causing a division between African
American men and women and her position was not very popular in the African American community.

Mara insisted that being in a wheelchair superceded being Asian American or female with regard to the perceptions of others about her. Being disabled caused logistical problems in that many of the tasks she was required to do as part of her leadership position needed to be coordinated with her caregivers. Sometimes the complicated instructions were miscommunicated and the tasks might not get accomplished as they should. There might also be problems with her transportation, a medical emergency or some other predicament related to her disability and these difficulties lead to missed deadlines, delays, and other problems.

She also believed she was viewed as "the super cripple" and that her accomplishments were considered more important than they might be if she were an able bodied person.

People in wheelchairs want to do the same stuff that people who aren’t in wheelchairs want to do. It just takes a little more effort and planning to get it done, but I don’t know that it makes them any better than anybody else, just doing the same stuff.

Summary

The respondents representing students of color and disabled students raised a variety of issues related to being different on their predominantly white, able-bodied campuses. They were given additional assignments because of their ethnic minority status, confronted stereotypes associated with people of color, dealt with disagreements with individuals within
their cultural group, and had to deal on a daily basis with being different, one of a few on these large campuses. Mara had to coordinate a considerable number of detailed instructions with her caregivers to accomplish her responsibilities as a leader.

With the exception of Karla, most of these women did not believe that being different allotted them special leadership skills or abilities, but it made a difference in the way people perceived them, the issues they encountered, and additional assignments they were given by the administration. They were also troubled when they faced racial issues on their campuses. Two of the students concluded that being a student leader helped them cope with being different but one young woman stated it gave her a closer look at the deep seeded racism on campus.

Thoughts on Leadership

The respondents offered their ideas about the qualities and roles of a leader and other thoughts on leadership. What makes their thoughts on leadership unique is that for the most part, their conclusions are derived from their experiences as leaders. When they describe the qualities of a leader, many times they are recounting qualities they believe they possessed or should possess.

Hilliary stated that leaders ought to do what they say they are going to do, be able to follow through, and be a good example to their constituents. A leader ought to be able to
sense what the followers need and provide that to them. Important qualities of a leader are honesty and integrity, organizational skills, and a willingness to take responsibility for the organization's activities.

Connie agreed that even though a leader delegates, they do not abdicate the responsibility for what they and others in the organization do. The leader of a group must be intelligent and compassionate for the people to whom he or she is accountable. Willingness to give up authority to others and providing the freedom for others in the group to do what they would like to do in order to be involved and motivated is another aspect of good leadership. According to Connie, leadership was "a really hard job."

Victoria talked about leadership being very "personal" and that it was important for a leader to remember that the accomplishments of the group are not necessarily as important as the members of the organization.

A leader is not an anarchist, is not a king or a queen, is not somebody who just barks out orders, it's somebody who motivates people to become interested in the cause so that they will want to work together to bring about a goal.

A leader is an individual who must gain the respect of others because one's title is not how one gains authority. Finally, a leader is someone who facilitates a situation rather than controls what is going on.

According to Karla, two of the most important qualities of a leader are effective communication, both in listening and
speaking, and commitment to the goals of the organization. The leader should be the person in the organization to whom people feel comfortable approaching with problems and issues and he or she should also be a person others can look to as an example.

From her experience as a student trustee, Jessica believed that a leader should be well informed and someone accountable to the people he or she represents or leads. A leader is someone who must be willing to take a stand on something he or she believes in and then, no matter what popular opinion is, be strong enough to be committed to their convictions.

Sarah concluded that a leader must have good oral communication skills, must be relaxed and confident speaking in front of a group. As a result of her experiences, she believed that a leader must be self-assured, an individual who can't be intimidated by others. Finally, the leader of a group must be friendly and outgoing.

Priscilla spoke at length about the relationship of a leader with followers in that a leader is responsible for people, who she also refers to as "their team". People seek out the leader because they have "that inner light" that identifies them as someone who can be depended upon,

it's a protectiveness that you can provide, the sort of almost sanctity that you can provide people, that you'll take care of them, that you will do what's best for them...and being almost a consoling figure.

Another part of the relationship a leader has with followers
is being resilient enough to take criticism from them. According to Priscilla, sometimes their criticism stems from the fact that they aren’t as knowledgeable as the leader.

Priscilla perceived a leader as an individual who was willing to take risks and "be in charge and in command" of a situation. Leaders should also be sincere, personable, and come into a situation with a certain amount of competency.

Samantha believed that one of the most important qualities of a leader was fairness. The leader of a group must also be honest, loyal, willing to admit when they are wrong, capable of taking charge of a situation. At the same time, a leader must know when to let others in the organization take the initiative if they have a good idea or they want to try a new approach.

Samantha also thought effective leadership meant relating to people as individuals because each person was unique and each situation was different. With regard to the relationship with followers, she viewed trust as a critical element,

but it’s all about the type of environment that you try to create and if you try to respect people and you respect their judgments and you put a little trust in them.

According to Amanda, leadership is all about relating to people, a leader is one who is personable in delegating authority and then giving followers assistance. The leader should also be responsible and an individual who can be depended upon by the followers.

Liza contended that the most important quality of a
leader was the willingness and ability to make leaders out of everyone else, one who can bring out the best in people and encourage them "to take those steps in their lives to make themselves more dedicated or more holistically involved in those causes." By encouraging other to be leaders, a leader can move on to other situations and affect change there as well. To influence others a leader must understand what is going on in their lives and be empathetic to followers. A leader should also be an example in the community and "try to avoid hypocrisy in their own actions."

An important quality of a leader according to Mara had to do with personality, charisma. She believed leaders should have the kind of outgoing personality that inspires people. In addition to personality, the leader must also be willing to initiate projects and work very hard to follow them through to a successful completion.

Karen believed that a leader must understand the needs and goals of the group, help them accomplish their purpose by having an appreciation of what each individual contributes, assist them in working together, and give them hope. She had many ideas about the qualities of a leader including integrity, a sense of humor, understanding, being knowledgeable, empathetic, cooperative, persuasive, determined and communicative.

According to Emma, the most important quality of a leader is to have conviction and inner motivation to initiate change.
A leader must be committed to the purpose of the group, believe in him or herself, and have enough inner strength to sustain themselves during the difficulties that can occur in leadership. Emma believed it was important for the leader to delegate tasks in order to be effective but she also stated that the leader is often the individual pushing the paperwork and accomplishing other mundane tasks.

In Madeline’s opinion, a leader must be observant of the people in the group in order to understand when they need to be motivated and be there for them to respond to questions. She also stated that it was important for the leader to be an example to others and not be too demanding because that kind of behavior discourages followers.

In Alicia’s opinion, one the most important attributes of a leader is to be highly motivated because they will never be able to influence others without genuine enthusiasm for the issue. They must also know their own limitations, what they are capable of, and when they are overextended. Although not all leaders must have these characteristics, she believed it important for leaders to be outgoing, open-minded, willing to accept criticism, and evaluate oneself critically. Finally, a leader must have the ability to make long-range plans and to strive towards laying the groundwork for those who will benefit from their efforts in the future.

You have to think long-term, so that when someone else comes behind you, then at the beginning they’re where you left off and that’s the way it should always be, where you left off.
Summary

Having an understanding of the respondents, their leadership experiences and personal characteristics, I was struck by the fact that in describing leaders and leadership, they sometimes described themselves as reflected by their experiences. For example, Emma spoke of an individual totally committed to his or her ideals to sustain them in difficult times which is a reflection of her and her experiences. Jessica attested to the importance of a leader taking a stand on something he or she believed in and then sticking to it no matter what. This response also reflected her experience on the Board of Trustees.

In Mara's case, she spoke of a leader as having some of the qualities she possessed and others such as an outgoing personality, she asserted was the opposite of her quiet leadership style.

Although their responses varied greatly, most of the women spoke of the leaders' role and responsibilities in relation to the followers as often or more often than they commented on the individual leaders' qualities. Six of the women stated that a leader must be sensitive to the members of the organization and their needs. Four of the women made statements to the effect that a leader must allow members of the organization to lead or give up authority to followers. Others included statements about the importance of bringing out the leader in others, being responsible or accountable to
followers, being trusted by the members of the group, and having compassion for them.

With regard to leadership qualities, these respondents mentioned charisma and an outgoing personality, being a good example to followers, being fair, responsible, informed, committed, a risk-taker, honest, organized, willing to take both responsibility and criticism, intelligent, and a long-range thinker.
CHAPTER FIVE
CONCLUSIONS AND IMPLICATIONS

The respondents' stories have been recounted and organized according to the seven major themes which emerged from the unitization and categorization process.

The following are conclusions on each area relating to the review of the literature in Chapter Two and my interpretation of the data. The conclusions are organized in the same way that the results of the study in Chapter Four were presented.

Conclusions

Family Influence

The influence of family in relation to why the respondents chose to be leaders was surprising, especially with the number of female student leaders who described their mothers as role models. The women also mentioned grandmothers, fathers and other family members as being influential to them while they were growing up.

This study supports evidence of the importance of growing up with images of strong women for women leaders. Karen spoke extensively about a high school teacher who was a great inspiration to her in her decision to pursue leadership and political activism. Along with these remarkable stories about the influence of mothers, fathers and grandparents, this study supports Helen Astin and Carole Leland's (1991) evidence that the role models of women student leaders were likely to be
Dealing with Conflict

I was surprised to discover that, for the most part, the women were not afraid to deal with conflict in their organizations. Some of the women didn’t mind dealing with conflict at all and others didn’t find it to be the most pleasant of their responsibilities but something that was a necessary part of their positions. Most of the women chose to discuss the issues in an open, straightforward manner.

However, it makes sense that if they are concerned with relationships as the literature would suggest and they indicated in their responses, they would be invested in preserving relationships within the organization by dealing with conflict directly. In fact, conflict within the organization would be viewed as a threat to the relationships among people in the group and must be dealt with as soon as possible. As an example, Connie talked about being more concerned with ignoring conflict in her group than in dealing with it openly and directly.

Competition

The notion that women are less comfortable with competition was not supported by the respondents in this study. Most of them were not at all adverse to competition, considering competitive activity as something to help them strive for greater accomplishment or, as in the case of one respondent, bring them back to reality. Only one woman said
she did not like competition.

**Fear of Success**

Likewise, the information in the review of the literature about fearing success when it was as a result of competition (Sassen, 1980; Freilino & Hummel, 1985) was also not confirmed.

Freilino and Hummel (1985) believed that college women struggle with academic achievement and being feminine, popular, and marriageable. If one compares academic achievement to accomplishments in leadership, Freilino and Hummel’s (1985) conclusions were also not supported by this study.

**Leadership Experience in Campus-Wide Organizations**

The study did not reveal any evidence that the students had negative experiences as a result of their gender or being leaders at large coeducational institutions. They had their share of difficulties but appeared to be able to manage problems and concerns by seeking out information from others, going to advisors, and talking to their families and friends. They believed they were valued on campus as student leaders when and if their peers, faculty and administrators were aware of their positions and responsibilities.

This research also did not conclude that large coeducational institutions were detrimental to female students because for the most part, these women appeared to be thriving in these environments. However, these were women who were
actively involved and had a high degree of contact with faculty and staff.

Josselson (1987) and Baird (1969) contended that women were less likely to have opportunities for leadership in large institutions. This research did not approach that issue because it did not compare numbers of men and women in positions at various institutions. Most of the women student leaders indicated some inconvenience with dealing with the bureaucracy of their large campuses but these conditions were not detrimental. In fact, one respondent mentioned that she believed dealing with the bureaucracy of the institution to be excellent experience for future professional endeavors.

Although some of the women experienced subtle forms of discrimination, none of them reported feeling particularly threatened or harassed in the student organizational setting. The exception to this was Hilliary who reported feeling as if her safety was compromised as a resident assistant, but this experience is outside the definition of student organizational setting relevant to this study.

However, these women were those who attained high level positions and were obviously motivated to do so. By focusing on the experiences of this group, this study was not designed to discover information about female students who are not involved in these types of leadership experiences for whatever reason.

The women in this study were not negatively affected by a
hierarchical structure in their student organizations. They appeared to be functioning in environments which Neff and Harwood (1990) described as emphasizing relationships, intimacy and responsibilities for others. As Neff and Harwood (1990) suggested, they appeared to thrive in this type of environment. Whether or not that was the setting of the student organizational environment or they contributed to the culture of their student organizations was not determined by this study. My sense is that they themselves created this type of supportive environment in their organizations because they had the prerogative to do so.

Rewards in Leadership

Many of the women were rewarded by having the programs for which they and their organizations were responsible result in successful outcomes. In most cases, successful outcomes meant that the events had significant attendance, students in attendance enjoyed themselves, and other students recognized the value of their efforts.

Student activities staff understand the educational value of planning an event and coordinating the efforts of a group whether or not the event was exceedingly successful. With the knowledge that students are concerned with the outcome of the events rather than the intangible educational value, professionals should be aware of the fact that if an event or program sponsored by a student organization is less than effective, by whatever standards, the students are likely to
be disappointed. A discussion of what they learned from the experience, how subsequent events might be planned to be more successful, and affirming their worth as student leaders would probably be beneficial to maintaining the student’s positive experience.

**Learning to Be Leaders**

Overwhelmingly, the respondents stated they learned to be leaders from observing others and by practicing leadership. With regard to observing others, they observed the students who held the leadership positions before them, other leaders around them, or those they read about in books. Their tendency to observe former student leaders supports Stimpson and Reuel’s 1984 study which suggested that people learn managerial techniques from former supervisors.

The implications for student activities practitioners is that if a student organization or group of organizations are experiencing ineffective leadership year after year, it could be a difficult pattern to break. Likewise, when an effective student leader comes along, the students who follow him or her are likely to emulate the actions of that person and continue effective student organizational practices.

In addition, the leadership of student affairs and academic administrators are significant in terms of role modeling. If students learn leadership by observing others, they may be noticing the behavior of their advisors and other administrators with whom they come in contact. This heightens
the responsibility of the student affairs professional and academic administrator to emulate ethical, effective leadership behavior.

Finally, the students indicated they learned leadership by practice, trial and error. This supports the concept that students learn and develop in the student organizational environment.

Evidence that the women learn leadership by personal experience and found leadership education less effective also supports Gilligan’s (1982), Belenky, Clinchy, Goldberger, and Tarule’s (1986) and Baxter-Magolda’s (1992) conclusions that women’s ways of knowing are based on personal experience rather than logic or symbol. For example, Samantha found courses on leadership beneficial and Katherine thought they were helpful early in her leadership experiences, but for the most part, the students minimized the effect of leadership workshops and courses. They found the theories interesting and beneficial on some level, but primarily useful in reflecting on their experiences. If this is the case, leadership experiences could be even more important to women and leadership courses and theoretical constructs might appeal more to men in the student organizational setting.

**Learned from Their Experience**

What the respondents learned as a result of their leadership activity was significant, supporting evidence (Elfner, 1985; Winter, McClelland & Steward, 1981; Miller &
Jones, 1981) that the student organizational experience is educational. These women mentioned the enhancement of specific competencies such as communication skills, particularly public speaking and interpersonal communication. This finding is consistent with Elfner's (1985) study which indicated that students reported increased communication skills as a result of student organizational experience.

Winter, McClelland and Stewart (1981) indicated that students increased their knowledge about the world of work. This study supports that research in that the women in this study spoke quite frequently about their experiences being related to politics, the way people interact, and how bureaucracies work.

Most of the women described themselves as confident, depending on the situation. But several of the women indicated that they gained self-confidence as a result of their experiences. This supports Astin's (1977) contention that a student's involvement in leadership activities is an important predictor of their social self-images. Helen Astin and Laura Kent (1983) discovered that this was particularly true for female students and this research appears to support that contention as well.

Although many students who opt to become involved in student organizations may already be high achievers and have a certain degree of self-confidence, if leadership experiences enhance self-confidence it could be especially vital for
female students. Two of the women were very confident individuals and approached their leadership experiences in that manner. The other women's confidence seem to be related to their years of leadership experience. If they had a number of years of experience as a student leader, such as Samantha, they tended to be more confident in their student organizational leadership roles. In addition, the more self-confident they were, the more they appeared to be willing to take risks in their leadership roles.

This study also supports the literature (Miller & Jones, 1981; Berman, 1978; Lyons, 1985; Astin, 1993; Morrell and Morrell, 1986) which indicated that students involved in student activities increased their level of skills associated with leadership. Several of the women also stated that they learned leadership skills as a result of their experiences.

The Importance of Peer Relationships

Several of the women in this study recognized the amount of information they learned as a result of interaction with others. They also were rewarded in the experience by an increase in interaction with other students, faculty, staff, and persons outside the institution. The results of this research support Elfner's (1985) study which related the quality of faculty to student and student to student interaction with increases in perceived goal related outcomes by students. Pascarella and Terenzini (1991) also indicated that interaction with faculty and students led to a higher
level of students' cognitive development.

These women student leaders were influenced by other students to get involved, and observed other student leaders in learning leadership. Clearly they sought the support and counsel of their peers when they wanted to discuss leadership issues and concerns. They trusted and felt a special bond toward fellow students.

Although some of the women were engaged in relationships with men and these were important to them, I did not sense that cross-gender relationships were detrimental to them in their leadership aspirations or experiences. The results did not corroborate Holland and Eisenhart's (1990) findings that college age women were preoccupied with romantic relationships with men, or others (Kaplan, 1978; Lees, 1984; Eder & Parker, 1987) who attested that peer culture is focused on gender relationships and physical attractiveness for women. The women in this study felt valued as student leaders and supported by their peers.

When discussing relationships with men, the respondents valued these associations, found they could be supportive and nurturing, and hoped to be involved in a good relationship but were not willing to give up their commitment to leadership, their service to students and the University community, and the recognition they achieved from their accomplishments. This difference could be due to the fact that the respondents were high achievers and therefore a distinct group of
individuals but it could also reflect changes in the role of women in society.

However, several of the respondents noticed that relationships with some men were strained because of their assertive style or positions as leaders. These particular women found their leadership and other avenues of academic and career achievement more important than relationships with men who might not find them attractive because of their characteristics. The women in this study may simply be distinct from those studied in Holland and Eisenhart’s (1990) research. In fact, Holland and Eisenhart (1990) indicated that campus organizations offer a setting to explore alternatives to the dominant peer culture which is opposed to an emphasis on romantic relationships. This study appears to support that contention.

Information in the literature about the importance of peer cultures in determining the perceptions and attitudes of students was supported by this research. Victoria talked about her peers being very active and very busy and feeling compelled to keep up with them. Hilliary described "a leadership track" and an "athletic track", referring to students who tended to be involved in these kinds of activities being the same students. Most of the women had been active in the past either in high school or college, and Alicia commented that it’s difficult to get people involved in college who have not been active in the past. This
information supports the literature (Pascarella, 1985; Kocher and Pascarella, 1988) which suggests that students who are engaged in leadership activities outside the classroom tend to be high achievers, are usually engaged in these kinds of activities in high school, and may constitute a student subculture.

Several of the respondents indicated that they felt different from their friends because of their high level of involvement, a difference they found not entirely negative. However, some of the women experienced a feeling of isolation as a result of this difference. This evidence might also support the idea that students involved in student organizations constitute a peer subculture of their own.

In this study, the respondents had friends in the student organizations in which they led, which sometimes created problems for them when they had to motivate and direct their peers. However, they also socialized with students outside their groups who sometimes teased them about their level of activity and importance. So their activities created some concerns with peer relationships, but not profoundly so. The students in this study did not feel isolated from other students as student leaders.

All of the women were more than willing to ask for assistance from, faculty, staff, advisors, other students, whoever would be most likely to be beneficial to the situation at hand. I found this candid attitude about their knowledge
and abilities surprising and wondered if male student leaders would exhibit the same degree of willingness to seek out the assistance of others.

Good Advisors

Several of the women mentioned the importance of seeking support and counsel from good advisors. To them, good advisors were those who listened and offered advice, but respected their opinions and autonomy. These kinds of individuals were invaluable to the women in difficult situations. They also learned from faculty and administrators and were supported by good advisors to their organizations.

This evidence confirms the importance of the advisor to student leaders in the student organizational environment. The most effective advisors to women student leaders would appear to be empathetic, considerate, and personable individuals who are able to listen and offer advice, but equally willing to allow the students to operate in whatever way they choose without retribution. A good advisor to women student leaders must be aware of their emphasis on relationships within the organization and with their advisor but also their need for independence and success.

Gender Issues

Gender was an issue for the respondents, not in terms of how they behaved as leaders but how others perceived them. If the students were undervalued as student leaders on campus or were not encouraged to be engaged in this type of high level
leadership activity, they were unaware of such environmental influences and did not detect them.

There was one exception to this generalization, a woman whose gender was an issue in an important student election. If Leonard and Sigal's (1989) observations were accurate, this information may also be related to their knowledge of women's issues and ability to analyze their experiences in that context. The one woman who indicated that people appeared to be biased toward her because of her gender during the student body president election was very aware of women's issues. In fact, compared to Leonard and Sigal's (1989) types of women student leaders, most of the women in this study would be considered women leaders who understood women's issues to varying degrees. However, the results did not support their (Leonard & Sigal, 1989) conclusions that women student leaders angered male and female peers when they appeared powerful or that leadership resulted in the loss of acceptance and social isolation.

For the most part, these women perceived adverse reactions others had to them as women leaders and took them in stride. They recognized differences in the way people viewed them or the way men responded to them in their organizations but weren't willing to acquiesce or let others' attitudes stand in their way.
Students of Color

Women students of color had the same issues and concerns with leadership as white students. In addition to the issues of all women student leaders, they were more likely to be hurt and discouraged by racial issues on their campuses, and they were probably asked to participate in more committees and other activities because of their race. They also dealt with others' perceptions of them that might be based on racial stereotypes and preconceived ideas.

In terms of feeling as if they belonged in these predominately white campus communities and having knowledge about the University system, knowing who people are and how things work, they probably had a distinct advantage over students of color who are not involved. If, indeed, student leadership is an educational experience for white students, it is certainly a beneficial experience for students of color as well.

On Leadership

I found the respondents very knowledgeable in relation to leadership. For example, they had some very perceptive ideas about motivating others such as setting a good example, using a variety of strategies to motivate individual students because everyone was different (situational leadership), leading by example, taking the stress off of a situation, making it fun, and keeping the creative juices flowing.

In addition, they were extremely cognizant of the
importance of relationships in leadership. Victoria referred to leadership as "very personal", Connie said it was important for a leader to have compassion for those that he or she is leading, Liza stated a leader is someone who can "make a leader out of everyone." Most of the respondents brought issues to the group for discussion and decision-making. This study collaborates Posner and Brodsky's (1992) research which found that women student leaders described their leadership behavior in ways that fostered collaboration, strengthened others, set examples, and recognized the contributions of individuals in the organization.

Since these female student leader's ideas about leadership were so tied to relationships with the members of the organization, this study infers a closer link between cognitive development, which is related to relationships for women (Belenky, Clinchy, Goldberger, and Tarule, 1986; Baxter-Magolda, 1992) and leadership style. In other words, this study suggests that leadership style and perhaps stages of leadership development are related to the way in which an individual thinks, or cognitive development. In addition, their thoughts on leadership were a direct result of their experiences which was a clear illustration of what they learned as a result of their experiences.

The results of this study also support Rosener's (1990) work with regard to women leaders who describe their style in terms of developing the commitment of members to the goals of
the organization so as to encourage and energize followers. The respondents of this study also mentioned personal characteristics such as charisma, interpersonal communication, hard work and leading by example as was also indicated in Rosener’s (1990) study. Helgesen (1990) stated that women are more drawn to leadership which emphasizes process and relationships over product. Victoria, who has never read Helgesen, agreed almost verbatim when she described female leadership as more concerned with the people in the group than men who she believed tend to be task oriented.

**Stages of Leadership Development**

Most of the women in this study functioned on a fairly high level of leadership and were quite knowledgeable about the roles and responsibilities of a leader. However, as a result of this study, I speculated that there may be levels of leadership development for students in higher education. At the basic level, students probably believe that leadership is about getting things done, telling others what to do, and organizing the activities of the group.

The second stage might be characterized by someone who looks more deeply at the importance of interpersonal communication, goal-setting, and motivating others. The more highly developed student leader would be coming to understand fully the importance of commitment, the special relationship between leader and followers, the importance of communicating the organization’s mission and the leader’s vision to the
group, and the importance of ethical behavior. If, as stated earlier, leadership and cognitive development are connected, I believe these stages of leadership development could also be linked to stages of cognitive development.

**Implications**

**For Student Activities and Student Affairs Administrators**

This study has implications for student activities staff, student affairs administrators, and others who works with women student leaders in higher education. Although the research was conducted on large, coeducational university campuses and most relative in those settings, the information is valuable for individuals working with women student leaders on smaller campuses and women's college as well.

With regard to leadership education, I believe this research indicates that leadership education must be closely tied to practical application. Effective leadership education might be creating a situation where students learn in a workshop setting, practice as a student organizational leader and then repeat the process, or offer them some way to reflect on their experiences such as a Senior Leadership Seminar. The results of this study do not suggest that student activities staff should abandon efforts in leadership education. Rather, the role practical application plays in leadership education and training must be understood and formalized.

Student activities administrators must be cognizant of the fact that students of color deal with racial issues in
addition to all the difficulties and uncertainties of student organizational leadership activities that white students face. If there are special racial issues occurring on campus, a keen awareness of the affect these issues have on women leaders of color will assist the staffperson in offering relevant advice and assistance.

Professionals must also insure that students of color have equal opportunities for leadership, advice, assistance and education that all students are afforded. Student affairs staff must be conscious of the fact that these students are carrying the responsibilities of student leadership, with the burden of racial issues and stereotypes, plus the assignments the administration adds to their schedules in the form of committee assignments and other duties.

As Mara stated, students in wheelchairs want to be engaged in the same type of activities as able bodied students and for some individuals, this may include leadership activities. Student activities administrators must not only be aware of issues of equal access, but the mountains of detail that are required for these students to manage leadership tasks and responsibilities.

Women student leaders should be afforded opportunities to explore issues of gender and leadership in the form of seminars, lectures, and discussions with staff and faculty. For example, student activities professionals should assist them in examining the leadership abilities women tend to
contribute such as a focus on relationships and a tendency to be concerned with the members of the organization.

More Research

This study provides evidence for additional research on student leaders. An interesting focus might be both male and female students representing many leadership activities to determine whether or not there are various stages of leadership development and whether these levels are related to cognitive development. I did not interview enough of a range of student leaders to get information about stages of leadership development. A few of the women were less knowledgeable about leadership and less communicative, which indicated to me that this issue was worth exploring in further research.

Another research endeavor would be to look at the leadership style of both men and women compared to cognitive development. This would serve to give a clearer understanding of whether or not the two are related and provide information to leadership educators as to the best approach for men and women or persons with different cognitive styles. More research on student leaders would also provide additional information about the student subculture involved in student organizational activity.

I think it would also be enlightening to determine if men were as willing to deal with conflict in the organizations, if relationships were as important to them in leadership, how
they make decisions in their organizations, and if their motivations for leadership were different than the women in this study.

Studying both men and women student leaders would also offer a clearer picture with regard to which type of positions men tend to be engaged in comparison to women students on large coeducation campuses and other higher educational environments.

It would appear that quantitative information about the numbers of women in various types of leadership positions in large coeducational, and small public and private institutions would be very helpful in determining whether or not women were being afforded the same opportunities as men. This is not to imply that some element of the environment is barring them from participating, rather they are not choosing to participate.

A follow-up interview of these women in five years to reflect on their leadership experiences would also be helpful in more fully understanding the leadership experience as an educational component. In this inquiry, it seems relevant to understand how they viewed the experience in retrospect, and what affect they believe it had on their lives, career choices and experiences after college.

Finally, if these women constitute a unique group of high achievers, more study ought to be done on other female students to determine if they are experiencing the negative
effects of peer and institutional culture indicated by researchers such as Holland and Eisenhart (1990), Hall and Sandler (1984), and Leonard and Sigal (1989).

**Concluding Thoughts**

With some of the conflicting evidence about the status of women in higher education and in student leadership in student organizations, this study sheds more light on female presidents of campus-wide, coeducational student organizations at large universities. In some cases it supported the research, but in many instances, it disputed the conclusions that one might arrive to when confronted with the literature on the adverse affects of sexism in the higher educational environment.

This group of high achievers seem to rise above the adversity in environments which are said to be detrimental. Clearly, they are a distinct group of young women who were highly influenced by their mothers and other important role models, tended to be oldest or only children, were very active as young people in a variety of activities and leadership roles, exhibited a fair amount of self-confidence, and were not focused on relationships with men. As a group, they also showed a high level of commitment to serve their causes, their university communities and fellow students.

In their candor, the women helped me understand their experiences as students and student leaders and the meaning the experiences had for them. It was also intensely
satisfying and fulfilling for me, the researcher, to become acquainted with these vibrant, capable, and personable young women. I remain forever changed as a result of my interaction with them. In participating in this study, I hope their experience was even partially as uplifting and full of discovery for them.


Eisner, E. (6 May, 1993) Speech to the University of Northern Iowa Faculty.


APPENDIX A
LETTER TO STUDENT ACTIVITIES DIRECTORS

Director of Student Activities
Address
City, State Zip

Dear Mr or Ms:

I am writing to ask for your assistance in a study of female student leaders which is my dissertation research project toward a PhD in Higher Education. In addition to being a PhD Candidate at Iowa State University, I am also the Director of the Maucker Union and Student Activities at the University of Northern Iowa in Cedar Falls.

This is a study of elected female presidents of campus-wide, coeducational student organizations at large, public institutions. The research is qualitative in nature as I seek broad, in-depth information about the characteristics and experiences of these women in their student leadership positions. My intention is to visit three large, public universities in the Midwest, interviewing female student leaders on at least three separate occasions for about an hour each time. The information gathered during the interviews will be kept in strictest confidence and will not have the students' names nor the name of your institution associated with it in the final report.

At this point, I am trying to tally the number of women who would be included in my study if I were to include the University... I am contacting nine institutions, all within reasonably close proximity, but will choose three which maximize the number of women for the study. I am asking you to help me determine the number of elected presidents of campus-wide, coeducational student organizations on your campus. I will give you a call next week to ask for this information and will be able to answer any questions you may have about me or my study.

Enclosed is a letter which I submitted to the Committee on Human Subjects at Iowa State University. It would be sent to the female student leaders to be included in the study prior to my first contact with them. I hope this experience might be helpful to the students, giving them an opportunity to reflect upon and fully consider their leadership experiences. It was a positive experience for two women I involved in a case study on the UNI campus.

I hope you'll give this some thought and I will call you sometime during the second week in January. Thanks in advance for your assistance.

Sincerely,

Renee Romano
PhD Candidate
### APPENDIX B

**CHART OF NINE INSTITUTIONS AND WOMEN STUDENT LEADERS**

<table>
<thead>
<tr>
<th>Presidents</th>
<th>Inst. 1</th>
<th>Inst. 2</th>
<th>Inst. 3</th>
<th>Inst. 4</th>
<th>Inst. 5</th>
<th>Inst. 6</th>
<th>Inst. 7</th>
<th>Inst. 8</th>
<th>Inst. 9</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Body***</td>
<td>X</td>
<td></td>
<td>X</td>
<td></td>
<td>X</td>
<td></td>
<td>X</td>
<td>X</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Black Student Union</td>
<td>X</td>
<td></td>
<td>X</td>
<td></td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td>5</td>
</tr>
<tr>
<td>Student Trustee**</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Special Events**</td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td>X</td>
<td>5</td>
</tr>
<tr>
<td>LaRaza/Latino/Hispanic**</td>
<td></td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td>7</td>
</tr>
<tr>
<td>Black Greek Council*</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>Lecture Committee*</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td>1</td>
</tr>
<tr>
<td>Campus Radio*</td>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>Union Policy Board*</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>American Indian*</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td>2</td>
</tr>
<tr>
<td>Human Condition Newspaper*</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Other Student Government</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Asian American*</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Multicultural/International</td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Nontraditional</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Homecoming</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td>2</td>
</tr>
<tr>
<td>Amnesty International</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td>3</td>
</tr>
<tr>
<td>Gay and Lesbian</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td>2</td>
</tr>
<tr>
<td>Leadership Retreat/Prog.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td>1</td>
</tr>
<tr>
<td>Disabled Students</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td>1</td>
</tr>
<tr>
<td>Mortar Board/Golden Key</td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>Young Democrats</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td>2</td>
</tr>
<tr>
<td>Student Volunteer/Habitat</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td>4</td>
</tr>
<tr>
<td>ACLU</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td>1</td>
</tr>
<tr>
<td>Bacchus</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td>1</td>
</tr>
<tr>
<td>Central American Awareness</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td>1</td>
</tr>
<tr>
<td>Environmental</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td>1</td>
</tr>
<tr>
<td>Student Ambassadors</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td>2</td>
</tr>
<tr>
<td>Circle K</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Air Force ROTC</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td>2</td>
</tr>
<tr>
<td>Army ROTC</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td>1</td>
</tr>
<tr>
<td>Naval Midshipmen</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td>1</td>
</tr>
<tr>
<td>Large Residence Hall Assn.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td>3</td>
</tr>
<tr>
<td>Korean Undergraduates</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td>1</td>
</tr>
<tr>
<td>Sports Club Council</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td>1</td>
</tr>
<tr>
<td>College Republicans</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td>1</td>
</tr>
<tr>
<td>Rodeo Club</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td>1</td>
</tr>
<tr>
<td>Forensics</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td>1</td>
</tr>
<tr>
<td>Philippine Student Org.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td>2</td>
</tr>
<tr>
<td>Jewish Student Org.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>***Student Body (4 pts.)</td>
<td>4</td>
<td>0</td>
<td>4</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>**Most Important (3 pts.)</td>
<td>6</td>
<td>3</td>
<td>6</td>
<td>3</td>
<td>6</td>
<td>15</td>
<td>9</td>
<td>6</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>*Important (2 pts.)</td>
<td>4</td>
<td>6</td>
<td>2</td>
<td>0</td>
<td>2</td>
<td>6</td>
<td>6</td>
<td>6</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Other (1 pt.)</td>
<td>4</td>
<td>4</td>
<td>0</td>
<td>7</td>
<td>6</td>
<td>6</td>
<td>9</td>
<td>9</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL POINTS</strong></td>
<td>18</td>
<td>13</td>
<td>9</td>
<td>10</td>
<td>14</td>
<td>27</td>
<td>24</td>
<td>21</td>
<td>9</td>
<td></td>
</tr>
<tr>
<td>w/o Other Student Govt.</td>
<td>18</td>
<td>11</td>
<td>9</td>
<td>10</td>
<td>14</td>
<td>27</td>
<td>24</td>
<td>17</td>
<td>9</td>
<td></td>
</tr>
<tr>
<td>w/o Other</td>
<td>14</td>
<td>9</td>
<td>12</td>
<td>3</td>
<td>8</td>
<td>21</td>
<td>13</td>
<td>12</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>Number of Starred Leaders</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>1</td>
<td>3</td>
<td>8</td>
<td>6</td>
<td>5</td>
<td>2</td>
<td></td>
</tr>
</tbody>
</table>

*Note:* X indicates presence, blank indicates absence.
Respondent Name
Address
City State Zip

Dear Ms. Respondent Last Name;

I am writing to ask you to participate in a study of elected female student leaders of campus-wide, coeducational organizations on university campuses. This is my dissertation research project which is part of the requirements of a PhD in Higher Education at Iowa State University. The study will assist administrators and faculty in higher education toward a greater understanding of the characteristics and experiences of female student leaders in order to better support and educate all students in these positions.

Should you decide to participate, you would be interviewed by me in a private location on your campus at least three times for about one and a half hours each session during Spring Semester 1994. These interviews would be scheduled at a time which is convenient for both of us. I would ask you a series of open ended questions about you and your thoughts and perceptions about being as a student leader. The interviews would be audio taped and transcribed to insure accuracy and facilitate data analysis.

The information gathered during the interviews will be kept in strictest confidence and will not have your name associated with it but rather a code generated by me to determine the respondents' name and college or university. The audiotapes, interview transcriptions and my notes will not be available to anyone with the exception of an auditor, should the data need to be examined for authenticity. The chance that an audit would be necessary is minimal.

Participation in this study is voluntary and will not, in any way, affect your position at your institution or your academic standing. If you decide to participate, you may withdraw at any time by speaking to me about your decision. In this case, the information gathered from previous interviews with you will not be included in the project. I hope you will seriously consider participating in this project and will be contacting you in the near future to speak to you about your decision. Thank you for your consideration.

Sincerely,

C. Renee Romano
PHD Candidate
Iowa State University
APPENDIX D
FIRST SET OF INTERVIEW QUESTIONS

For the purposes of this research, I am trying to understand the experiences of women student leaders, how they got where they are, what inspires and supports them, what difficulties they have, and whatever else you have to offer.

1. What are your current leadership positions?
   Establishing their current positions to determine whether or not they comply to the criteria of the study. Also a general easy, introductory question.

2. What comes to mind when we talk about leadership?
   Sets the direction and focus of the interview as one which discusses their perceptions and knowledge in the context of leadership.

3. How did you get to where you are today in terms of student leadership?
   I am interested in their previous experience as a student leader or how they feel they prepared themselves or were encouraged to pursue these positions.

4. What other leadership positions have you held in high school, college?
   Same as above if information did not emerge at that time.

5. Why do you choose to be a student leader in this position?
   Again, the issue of what events led them to their current position.

6. What do you feel are important attributes or characteristics of a leader?
   From their experience, what have they found to be important attributes of a leader. I'm trying to discover if their experiences or natural abilities have influenced their opinion of these issues?
7. Do you think you have these characteristics and to what extent?

   Based on what they think are valuable characteristics, what is their self-perceptions with regard to their own leadership abilities and attributes.

8. How would you describe your leadership style?

   To gain an understanding of how they see themselves as leaders with regard to behaviors as opposed to characteristics in the two questions above.

9. How do you motivate or influence others?

   Again, trying to understand more about how they lead by asking different questions for them to think about.

10. How do you use your influence?

    Same as above.

11. What do you value in followers?

    I asked this question to try to get more information about their leadership style that they may not be able to articulate by being asked to describe their leadership style. Also trying to understand what they value in the context of leadership.

12. How have you learned to be a leader?

    Trying to determine whether or not their ideas on leadership are derived from something they have read or were taught in a classroom/workshop setting or something they act on intuitively.

13. Have you had any role models who influenced you in leadership?

    Trying to understand the importance of role models, male and female in these students' lives.
14. Are there times in leadership experiences when you feel you don’t know what you’re doing, that you’re in over your head?

I want to know how they deal with the ambiguities of leadership and may not feel totally confident in their abilities as a leader.

15. How do you handle these situations?

How do they handle feelings of self-doubt if they experience them.

16. Are there situations when you feel threatened, uncomfortable?

Trying to understand the full range of their experiences from the very worse to the best.

17. What is most difficult about your position?

Same as above.

18. When you feel uncertain, on what or whom do you call upon for information, support, refueling?

Trying to determine where they get support and inspiration. What support does their environment hold for overcoming isolation, obstacles, whatever they encounter that is discouraging.

19. What is most rewarding and fulfilling about your position?

Same as above, trying to determine what inspires and motivates them.

20. How are you viewed by your peers as a student leader?

Knowing that peers are very important to students, this question is to get to the of whether or not peer cultures support women leaders or discourage their involvement.

21. How are you viewed as a student leader by your male friends, boyfriends?

Same as above.
22. How do you think University faculty, staff perceive you as a student leader?

Trying to get more information about how they feel they are viewed on campus by peers, faculty and staff.

23. Do you feel valued as a student leader on campus? If not, by whom, why do you think so? If you are valued, who does so and why?

Same as above.

24. Is there anything else you’d like to share but I haven’t asked?
APPENDIX E
SECOND SET OF INTERVIEW QUESTIONS

1. How old are you?
   Trying to determine whether or not the respondents fit into a traditional aged student group.

2. How many brothers and sisters do you have? Are you the oldest?
   Establishing birth order of the respondents.

3. Do you hang out with people in your group?
   Gathering information about the respondents' relationships with students within the organization.

4. If so, you does that affect your leadership position?
   If friendships were prevalent in the organization, trying to determine whether or not this situation created problems for them in their leadership positions, thus gathering further information about their relationships to other students.

5. Do you feel isolated from other students as a student leader?
   Gaining more data on the respondents' relationships to other students.

6. Do you feel competent, capable?
   Trying to get a sense of whether or not the respondents were self-confident.

7. Are there things you would like to change about yourself or your abilities as a leader?
   A different way to determine how the respondents assessed their abilities as leaders and their level of perceived competence.
8. Do you feel you’re taken seriously?

Gathering data about how the respondents felt they were viewed by others on campus and more information about their relations with others.

9. How do you handle conflict?

Seeking more information about their experiences as leaders in their student organizations and wondering how they would handle situations that threatened the relationships within the organization.

10. How do you deal with competition?

Did the respondents conform to the stereotypes about women disliking competition or the literature which suggests that women avoid competition with men?

10. How do you make decisions?

Gathering more information about their leadership style and experience in the organizational setting.

11. How do you feel being a woman effects your leadership and the experiences you’ve had?

As women, trying to determine how they feel their gender either plays a role in leadership or has affected their experiences.

12. How do you think being female affects the way others perceive you as a leader?

Gathering more information related to gender about their experiences as student leaders.

13. How do you think being African-American, Asian-American, Jewish, in a wheelchair, Hispanic, affects your leadership and the experiences you’ve had?

The appropriate question was asked women of color and the one respondent in a wheelchair to determine how their ethnic culture and physical limitation affected their leadership experience.
14. How do you think being African-American, Asian-American, Hispanic, in a wheelchair, affects the way others perceive you as a leader?

Same as above, focusing on the perception of others.

15. Do you feel being a student leader helps you deal with being a minority on a predominantly white campus? How?

Do student of color feel empowered as leaders on predominantly white campuses? Also determining whether or not their leadership was beneficial to them as students of color.

16. Have you had a good experience?

An overall assessment of their experience as student leaders aside from the focus on difficulties, rewards, relationships, etc.

17. What did you like or dislike about it?

Another way to gain information about their experience and what they found fulfilling or difficult about it.

18. What experience will stand out in your mind as the most significant? Why?

Attaining more insight into their experience as student leaders by focusing on lasting thoughts and impressions.

19. How would you like to be remembered on campus?

A different way of determining how they wish to be perceived, what they hoped they attained as a result of their experience, and their motivation for leadership.

20. Do you like being publicly recognized for your contributions and accomplishments as a leader or would you rather be in the background?

Trying to gather information about whether or not females are more or less likely to be motivated by recognition or at least are willing to be the identified spokesperson for the group.
22. What have you learned as a result of experiences? About leadership, about yourself?

From their point of view, what did they learn. This question purposely did not ask about skills, competencies or philosophy but let them take the initiative on how to respond.

23. How have you changed as a result of your experiences?

Same as above but asked more specifically to determine how their leadership experiences affected them in the broadest sense.

24. What are your career aspirations?

What are the career goals of the respondents as a group, is there a pattern, and whether or not there are similarities, do these women have a clear vision of themselves as professionals?

25. Have your career plans been influenced by your experience as a student leader?

More information about how leadership experiences affect students, in this question, with regard to their future lives in the world of work.

26. Is there anything else I haven’t asked today about you or your leadership experiences?

A general question to try to determine if there is anything else they’d like to add which I hadn’t asked.
APPENDIX F
INTERVIEW SUMMARY FORM

Date of Contact: Today's Date:
Respondent Name:
Position:
Institution:

1. What were the main issues or theses that struck you in this interview?

2. Summarize the information you obtained (or failed to obtain).

3. What new or remaining questions or additional contact person(s) have emerged as a result of this interview? (Use other side if necessary)
APPENDIX G
CATEGORIES IN FIRST CATEGORIZATION
LISTED IN ALPHABETICAL ORDER

1. About Faculty, Staff and Others Who Influence Them
2. About Family Members
3. About Leadership Position
4. About People They have Difficulties With
5. About People Who Support Them
6. About Students Who Influence Them
7. About the Institutions
8. About the Organization
9. About the Respondents
10. Access to Administration by Other Students
11. Accomplishments as Student leaders
12. Accountability to Others
13. Age
14. Aspirations in Leadership Position
15. Aspirations--Career
16. Aspirations--Community Service
17. Aspirations--Family, Children, etc.
18. Aspirations--Leadership
19. Assessment of Own Personal Qualities
20. Assessment of Their Ability
21. Assessment of Their Own Leadership Qualities
22. Assessment of Their Performance
23. Attaining Information for Leadership Position
24. Being Different as a Student Leader
25. Being Different from Other Women
26. Being Disabled
27. Being Privy to Confidential Information
28. Being Recognized for Accomplishments
29. Being Treated Differently as a Woman
30. Being Valued as a Student Leader
31. Boyfriends
32. Campus Politics
33. Career Plans as Influenced by Leadership
34. Changed as a Result of Leadership Experiences
35. Comments about the Community
36. Comments about the Student Newspaper
37. Competition--How they Feel About and React to It
38. Contact with Faculty, Staff and Administrators
39. Culture and Leadership
40. Dealing with Conflict
41. Dealing with Difficult Situations
42. Dealing with Feeling Overwhelmed, Inadequate
43. Decision-Making by Student Leaders
44. Delegating Responsibility to Others
45. Difficulties in Leadership
46. Difficulties in the Organization’s Activities
47. Difficulties with Accomplishing Agenda
48. Difficulties with Administration
49. Difficulties with Political Game Playing
50. Difficulties within the Organization
51. Difficulty Leading Men
52. Disadvantages of Leadership Position
53. Disagreement with Others
54. Early Feelings in Leadership Position
55. Experiences as a Student Leader--Previous
56. Experiences as a Student (Not a Student Leader)
57. Experiences as a Student--Past
58. Experiences before being a College Student
59. Experiences that Led to Being a Leader
60. Fears in Leadership
61. Feedback to Respondent by Other Students
62. Feeling Sad about Leaving the Organization/Position
63. Feeling Overwhelmed, Inadequate
64. Feeling Relieved that the Leadership Experience is Over
65. Feelings about Administrators, Faculty, Trustees
66. Friends in the Organization
67. Future Plans as a Student and Leader
68. Gender and Leadership
69. How Others’ Perceptions Affect Them
70. How Present Position was Attained
71. How They Got Involved in Present Position
72. How They Make Decisions
73. How They Want to be Viewed by Others
74. How They Work or Lead Within the Organization
75. How They Work with Others in the Organization
76. Ideas about Followers
77. Ideas about Leadership Qualities
78. Ideas about Leadership--General
79. Ideas about the Responsibilities of a Leader
80. Ideas about the Role of a Leader
81. Ideas on Affirmative Action
82. Impact of Their Work
83. Inequality Between Men and Women
84. Influence of Faculty, Staff, Trustees
85. Influence of Other Students
86. Influence of Parents and Grandparents
87. Influence of Others--General
88. Interaction with Other Students
89. Issues for African-American Students
90. Issues for Asian-American Students
91. Issues for Students of Color
92. Issues They Deal with as Student Leaders
93. Jobs
94. Knowledge of Position Prior to Attaining
95. Leadership Experiences--General
96. Leadership Position and Description
97. Leadership Style of the Respondents
98. Learning from Experience (Leadership)
99. Learning to be Leaders
100. Mentoring Others
101. Most Memorable Experience(s)
102. Motivating Others
Motivations for Leadership
Other Student Organizations--Comments
Other Student Organizations--Relationship With
Others' Perceptions of the Organization
People Taking Them Seriously
Perceived Power to Change the System
Perceptions by Faculty, Staff, Trustees of Respondents
Perceptions of African-American Students and Organizations
Perceptions of Asian-American Students and Organizations
Perceptions of Respondents by Male Friends/Boyfriends
Perceptions of Other Students--Respondents'
Perceptions of Respondent by Students
Perceptions of Respondent of Other Student Leaders
Perceptions of Respondents by Parents
Perceptions of Respondents in the Community
Personal Experiences
Personal Problems
Philosophy of Life
Political Game Playing
Political/Social Ideas
Position Getting in the Way of Relationship with Male
Position Getting in the Way of Social Life
Publicity about Respondents--Neutral
Publicity on Them--Negative
Questioning Self Being in Leadership Position
Relationship with Family
Remembered on Campus
Responding to Negative Feedback
Response to the Study
Responsibilities as a Student Leader
Rewards in Leadership
Risk-Taking
Self as Separate from Leadership Position
Self-Motivation
Sense of Being Alone as a Student Leader
Sense of Self-confidence, Self-esteem
Stereotypes They Deal With
Sticking to "Agenda" (What One Sets out to Do)
Student Power
Support from Others
Supporting and Teaching Other Students
Things They'd Like to Improve or Change about Them
Threatening Situations
Time Constraints
Uncertainties in Leadership
University Bureaucracy
Values
Viewing Themselves as Leaders
Weaknesses
What They Like about Being a Leader or Position
What They Value in Followers
Would They Repeat the Experience
APPENDIX H
CATEGORIES IN SECOND CATEGORIZATION

1. Their Position and Organization

   Leadership Position and Description
   Disadvantages of Leadership Position
   About Leadership Position
   Difficulties with Accomplishing Agenda
   Accountability to Others
   Being Privy to Confidential Information
   Perceived Power to Change the System
   Other Student Organizations—Relationships With
   How Present Position was Attained
   About the Organization
   Knowledge of Position Prior to Attaining
   Others’ Perceptions of the Organization
   Impact of Their Work

2. Institutional Culture

   Student Power
   Access to Administration by Other Students
   Campus Politics
   Contact with Faculty, Staff and Administrators
   University Bureaucracy
   About the Institutions

3. Information About the Respondents

   Experiences as a Student—Past
   Experiences Before Being a College Student
   About the Respondents
   Being Recognized for Accomplishments
   Age
   Sense of Self-Confidence, Self-Esteem
   Things They’d Like to Improve or Change About Themselves
   Competition—How They Feel About and React to It
   Risk-Taking
   Weaknesses
   Philosophy of Life
   Jobs
   Position Getting in the Way of Social Life

4. Plans for the Future

   Mentoring Others
   Aspirations—Leadership
   Aspirations—Career
   Future Plans as a Student and Leader
   Aspirations—Family, Children, Etc.
   Aspirations—Community Service
5. Assessment of Themselves
   Assessment of Their Ability
   Assessment of Own Personal Qualities
   Assessment of Their Own Leadership Qualities

6. Family
   Influence of Parents and Grandparents
   About Family Members
   Relationship with Family
   Perceptions of Respondents by Parents

7. Getting Support and Assistance
   Support from Others
   About People Who Support Them

8. Feeling Different from Other Students
   Sense of Being Alone as a Student Leader
   Being Different from Other Women
   Being Different as a Student Leader

9. Self-Doubt
   Questioning Self Being in Leadership Position
   Fears in Leadership

10. About Their Leadership
    Decision-Making by Student Leaders
    Attaining Information for Leadership Position
    Sticking to "Agenda" (What One Sets Out to Do)
    Responsibilities as a Student Leader
    Issues They Deal with as Student Leaders
    Accomplishments as Student Leaders
    Aspirations in Leadership Position
    Learning to be Leaders
    Leadership Style of the Respondents
    Motivating Others
    Early Feeling in Leadership Position
    Delegating Responsibility to Others
    Self as Separate from Leadership Position
    How They Work or Lead Within the Organization
    How They Make Decisions

11. Relationships with Other Students and Student Organizations
    Interaction with Other Students
    Other Student Organizations--Comments
    Influence of Other Students
11. Relationships with Other Students and Student Organizations (cont’)

Perceptions of Other Students—Respondents' Perceptions of Respondent by Students About Students who Influence Them Difficulties Within the Organization Friends in the Organization Experiences as a Student (Not a Student Leader) Perceptions of Respondent of Other Student Leaders Supporting and Teaching Other Students

12. Difficulties

Difficulties with Political Game Playing Disagreement with Others Threatening Situations Uncertainties in Leadership Time Constraints Dealing with Conflict Personal Problems About People They Have Difficulties With Difficulties with Administration Difficulties in Leadership

13. What Led to Leadership/Involvement

Experience as a Student Leader—Previous How They Got Involved in Present Position Experiences that Led to Being a Leader Influence of Others--General Motivations for Leadership

14. Motivations and Rewards

Rewards in Leadership What They Like about Being a Leader or Position

15. Thoughts about Being Disabled

Being Disabled

16. Perceptions of Others

Feedback to Respondent from Other Students People Taking Them Seriously Stereotypes They Deal With Being Valued as a Student Leader How Others’ Perceptions Affect Them How They Want to be Viewed by Others
17. Relationships with Men

Boyfriends
Perceptions of Respondents by Male Friends/Boyfriends
Position Getting in the Way of Relationship with Male

18. The Surrounding Community

Perceptions of Respondents in the Community
Comments about the Community

19. Publicity on Them

Publicity on Them--Bad
Comments about the Student Newspaper
Publicity about Respondents--Neutral

20. Dealing with Difficulties

Dealing with Difficult Situations
Responding to Negative Feedback
Dealing with Feeling Overwhelmed, Inadequate

21. Playing Politics

Political Game Playing

22. Political/Social Ideals and Values

Political/Social Ideas
Ideas on Affirmative Action
Values

23. Response to the Study

Response to the Study

24. Followers

What They Value in Followers
Ideas about Followers

25. Reflecting on Their Leadership Experiences

Leadership Experiences--General
Assessment of Their Performance
Feeling Overwhelmed, Inadequate
Viewing Themselves as Leaders
Difficulties in the Organization's Activities
Feeling Sad about Leaving the Organization/Position
Remembered on Campus
Most Memorable Experience
25. Reflecting on Their Leadership Experiences (cont’)
   Feeling Relieved that the Leadership Experience is Over
   Would They Repeat the Experience

26. Relationship with Faculty, Staff and Trustees
   Influence of Faculty, Staff, Trustees
   Perceptions by Faculty, Staff, Trustees of Respondents
   Feelings about Administration, Faculty, Trustees
   About Faculty, Staff and Others Who Influence Them

27. What They Gained From Experience
   Learning from Experience (Leadership
   Changed as a Result of Leadership Experience
   Career Plans as Influenced by Leadership
   Self-Motivation

28. Their Ideas About Leadership
   Accountability to Others
   Ideas about Leadership Qualities
   Ideas about the Responsibilities of a Leader
   Ideas about Leadership—General
   Ideas about the Role of a Leader

29. Women’s Issues
   Being Treated Differently as a Woman
   Gender and Leadership
   Inequality Between Men and Women
   Difficulty Leading Men

30. Culture, Race and Ethnicity
   Issues for Students of Color
   Issues for Asian American Students
   Perceptions of African American Students and Organizations
   Issues for African American Students
   Culture and Leadership
   Perceptions of Asian American Students and Organizations
APPENDIX I
CATEGORIES IN THIRD CATEGORIZATION

1. All About the Respondents
   Information about the Respondents
   Plans for the Future
   Assessment of Themselves
   Family
   Political/Social Ideals and Values

2. Background and Experiences that Led to Leadership
   What Led to Leadership/Involvement

3. Their Experiences as Student Leaders
   Their Position and Organization
   Self-Doubt
   About Their Leadership
   Difficulties
   Motivations and Rewards
   Perceptions of Others
   Publicity on Them
   Dealing with Difficulties
   Playing Politics
   Followers
   Reflecting on Their Leadership Experiences

4. How Their Experiences Affect Them
   What They Gained from Experience

5. Gender Issues and Leadership
   Women’s Issues

6. Issues for Students Different from Predominant Culture
   Thoughts about Being Disabled
   Culture, Race and Ethnicity

7. Their Thoughts on Leadership
   Their Ideas about Leadership

8. Elements of the Environment
   Institutional Culture
   The Surrounding Community
9. Relationships with Others

Getting Support and Assistance
Feeling Different from Other Students
Relationships with Other Students and Student Organizations
Relationships with Men
Relationships with Faculty, Staff and Trustees

10. Response to the Study

Response to Study
APPENDIX J
CATEGORIES IN FOURTH CATEGORIZATION

1. All About the Respondents
   All About the Respondents

2. Background and Experiences that Led to Leadership
   Background and Experiences that Led to Leadership

3. Their Experiences as Student Leaders
   Their Experiences as Student Leaders
   How Their Experiences Affect Them
   Elements of the Environment

4. Relationships with and Perceptions of Others
   Relationships with Others

5. Gender Issues and Leadership
   Gender Issues and Leadership

6. Being Different that the Predominant Culture
   Issues for Students from Predominant Culture

7. Their Thoughts on Leadership
   Their Thoughts on Leadership
APPENDIX K
DESCRIPTIONS OF CATEGORIES IN FOURTH CATEGORIZATION

1. All About the Respondents

This category includes personal information about the respondents, how they perceived and assessed themselves, descriptions and the influence of their families, and their plans for the future. Details about the respondents in this category are apart from their leadership experiences.

2. Background and Experiences that Led to Leadership

This category contains information about why the respondents believed they chose to be involved in leadership including the influence of others, their past experiences, and their motivations for leadership.

3. Their Experiences as Student Leaders

This category contains many categories, all relating to their experiences as student leaders. It includes a description of their position and how they attained it, difficulties, rewards, how they lead, the environment in which they lead, and their thoughts about followers.

4. Relationships with and Perceptions of Others

Data about their relationships with other students, men, faculty, staff, administrators, and how others perceive them and support them is contained in this category.

5. Gender Issues and Leadership

All the respondents' thoughts about how gender affects leadership, how others perceive them as a woman, and how they believed being female affected their leadership experience are in this category. In addition, any information about the role of gender in leadership is included.

6. Being Different that the Predominant Culture

This category contains all the data given by students of color and the student in a wheelchair about their experiences on campus, how being different from the predominant culture affected their leadership and the way others perceived them. They also discussed issues they dealt with as students of color on predominantly white campuses.
7. Their Thoughts on Leadership

The respondents gave their thoughts on what they believed leadership was all about, what the role of a leader was, and what characteristics a leader should possess.
APPENDIX L
DATABASE DESIGN

Interview
- InvNo (PK)
- IntNo
- IntLastName
- IntFirstName
- IntAliasName
- IntInstitutionName
- IntPosition
- IntOrganization
- IntHomePhoneNumber
- IntWorkPhoneNumber
- IntAreaCode
- IntWorkExt
- IntHomeAddress
- IntWorkAddress
- IntHomeState
- IntWorkState
- IntHomeZipCode
- IntWorkZipCode
- IntBirthDate
- IntLeaderDate
- IntOrgAddress
- IntOrgCity
- IntOrgState
- IntOrgZipCode
- IntOrgPhone

Observation
- ObsNo (PK)
- intNo (FK)
- ObsDate
- ObsSequenceNo
- ObsLocationName
- ObsSituationNo

ObservationNotes
- ObsNo
- ObsNotes

ObsFollowup
- ObsNo
- ObsFNote

ObsConclusion
- ObsNo
- ObsCNote

Thought
- InvNo (FK)
- ThoNo (PK)
- ThoNote

Categorization
- CatNo (PK / FK)
- ThoNo (PK / FK)

Category
- CatNo (PK)
- PCatNo (FK)
- PassNo
- CatDescription
APPENDIX M
RESPONDENT CONSENT FORM

Purpose of this Interview

The purpose of this interview is to gather information and gain understanding about women student leaders, their characteristics and experiences in coeducational student organizations at large public universities. By gathering this data, I hope to gain insight into the phenomena of leadership and the unique experiences of women student leaders in a higher education setting. This information should assist university administrators and faculty in better serving and educating all students.

I would like to talk to you for about an hour about topics related to student leadership and your experiences. We would meet at least two more times for interviews which would include additional questions, clarification and follow-up. These meetings will be scheduled on your campus at a time convenient for both of us.

I, __________________________, understand that:

(please print)

a. the information obtained during this project will be summarized for the purposes of writing a dissertation project.

b. the recordings and notes obtained in this interview will not be reviewed by anyone other than the investigator and possibly for a review by an auditor.

c. my participation in this project is voluntary. I may withdraw at any time by speaking to the investigator and any information collected from me will not be used in the project.

I agree to participate in this project according to the preceding terms.

______________________________
(Respondent Signature)

Address: ________________________________

______________________________

Telephone: ___________________________

I agree to conduct this research according to the preceding terms.

______________________________
(Investigator Signature)  (Date)

Address: ________________________________

Telephone: ________________________________
APPENDIX N
AGE OF RESPONDENTS

Number of Respondents

<table>
<thead>
<tr>
<th>Age</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>18</td>
<td>1</td>
</tr>
<tr>
<td>19</td>
<td>1</td>
</tr>
<tr>
<td>20</td>
<td>1</td>
</tr>
<tr>
<td>21</td>
<td>1</td>
</tr>
<tr>
<td>22</td>
<td>7</td>
</tr>
<tr>
<td>23</td>
<td>1</td>
</tr>
<tr>
<td>24</td>
<td>1</td>
</tr>
<tr>
<td>25</td>
<td>1</td>
</tr>
<tr>
<td>26</td>
<td>1</td>
</tr>
</tbody>
</table>