THE RELATIONSHIP BETWEEN A WOMEN'S LEADERSHIP DEVELOPMENT PROGRAM AND PARTICIPANT SELF-CONFIDENCE

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Janelle Perron Jennings

B.A., Saint Anselm College, 1995

M.Ed., Virginia Commonwealth University, 2000

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ABSTRACT

According to Lundeberg, Fox, and Punccohar (1994), the reason that there are fewer women in certain professions is because of a lack of self-confidence. In a review of the literature, they found studies reporting a lack of self-confidence in sixth-grade girls, high school students, and women in undergraduate and graduate school. In her work on high school valedictorians and their transition to college, Arnold (1995) talked to both men and women. These students were high achievers who excelled in high school and who were continuing their education at colleges and universities in Illinois. Over 25 percent of the women valedictorians in Arnold's study reported that they were of average intelligence, despite the fact that they had felt they were of above average intelligence in high school. This decrease was particularly puzzling considering the women had slightly higher grades than their male peers and had won scholarships, awards, and fellowships.

College women and self-confidence is a major topic in this study because of accumulated research in this area as well as anecdotal evidence gathered by the researcher. The struggle that women seem to be having with their perception of themselves and their abilities is concerning for those who interact with these women, including student affairs professionals. Identifying ways to increase self-confidence in women is a challenge, and is one of the motivators behind this research. The Women's Leadership Development Program (WLDP) at the University of Virginia (UVa), the site for this study, is one example of an institutional effort to provide intentional programming to strengthen participant self-confidence, risk-taking, and other leadership-related topics.

A qualitative research design using the case study method was chosen for this study. This approach was selected in order to better understand the experience of the 16 participants and to interpret that experience for an audience (Merriam, 1998; Whitt, 1991). Three semi-structured interviews were conducted with participants over a 10-month period to collect data; other methods used were observations of the program and document analyses. The conceptual framework used to guide the study was based on McCormick's (1999, 2001) Social Cognitive Model of Leadership and Bandura's (1993, 1977, 1997) self-efficacy theory, allowing the researcher to more fully explore the concepts of leadership, self-confidence, and self-efficacy.

There are three conclusions that can be drawn from this study. First, WLDP affected participant self-confidence by varying degrees for a majority of women in the sample. Second, first year women experienced more leadership-related change as a result of their participation than their second year peers. Third, the program is not reaching emerging leaders exclusively because of the high rate of involvement that many of the women in the sample possessed upon entering the program.

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Department of Leadership, Foundations, and Policy Curry School of Education University of Virginia Charlottesville, Virginia

APPROVAL OF THE DISSERTATION

This dissertation, <u>The Relationship Between a Women's Leadership Development Program and Participant Self-Confidence</u>, has been approved by the Graduate Faculty of the Curry School of Education in partial fulfillment of the requirements for the degree of Doctor of Philosophy.

Seather Lowan Lonyon.
Heather Rowan-Kenyon, PhD, Chair
Keyma Balon
Keonya Booker, PhD
Havell Bullowe
Harold Burbach, PhD
John 17 Madson
Johan Madson, PhD
Somai Madon, 1 112

6/39/09 Date

DEDICATION

To Jay, who knew I could do it

And to HRK, who showed me how

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CHAPTER 1

INTRODUCTION

Context of the Study

According to Lundeberg, Fox, and Punccohar (1994), the reason that there are fewer women in certain professions is because of a lack of self-confidence. In a review of the literature, they found studies reporting a lack of self-confidence in sixth-grade girls, high school students, and women in undergraduate and graduate school. The belief that girls and women are inferior to their peers does not seem to dissipate with time, even when they are high achievers. In fact, there is evidence that some women who perform as well or better than their male peers continue to underestimate their abilities despite their success.

Lundeberg et al.'s (1994) study is not the only research discussing the relationship between women and self-confidence. In her work on high school valedictorians and their transition to college, Arnold (1995) talked to both men and women. These students were high achievers who excelled in high school and who were continuing their education at colleges and universities in Illinois. Arnold spoke to the students in the study during high school and again two years later while they were in college. She was surprised to discover that many of the women had lowered their self-rankings now that they were undergraduates, something that did not happen with the male participants in the sample. Over 25 percent of the women valedictorians in Arnold's study reported that they were of average intelligence, despite the fact that they had felt they were of above average intelligence in high school. This decrease was particularly puzzling considering the women had slightly higher grades than their male peers and had won scholarships, awards, and

fellowships. Meredith, a woman in the study who was a Phi Beta Kappa graduate, personified this lack of self-confidence. When it came time for her to apply to graduate school, she was very insecure about her chances of admission and thought that no school would want to accept her as a student. With the help of a therapist, Meredith submitted her applications and found that she was accepted to all of the schools she selected (Arnold, 1995).

College women and self-confidence is a major topic in this study because of accumulated research in this area as well as anecdotal evidence gathered by the researcher. The struggle that women seem to be having with their perception of themselves and their abilities is concerning for those who interact with these women, including student affairs professionals. Identifying ways to increase self-confidence in women is a challenge, and is one of the motivators behind this research. The Women's Leadership Development Program (WLDP) at the University of Virginia (UVa) is one example of an institutional effort to provide intentional programming to strengthen participant self-confidence, risk-taking, and other leadership-related topics. Created by a student in order to help women undergraduates learn how to be leaders, WLDP is the chosen research site for this study.

One possible way to assess the levels of self-confidence in undergraduate women is to explore the outcomes of an existing campus program on women's leadership development (WLDP). Self-confidence is one of the areas that the program purports to affect in the context of learning about leadership. The researcher is conducting this study to determine if participant self-confidence is affected by participation in a women's leadership development program.

The student affairs profession has worked with leadership development programs for many years. Much of this work has focused on student leaders, helping those already holding positions of power in student organizations to continue to be successful. As a result, those elected to student government, fraternity and sorority officers, and resident assistants were the elite few who reaped the benefits of leadership development (Council for the Advancement of Standards in Higher Education, 2003). Programs for students who were interested in leadership but did not already hold a position were few, and the discussion of leadership in the context of gender was a rarity.

In the 1980s and 1990s, the focus of leadership development began to change as an increased number of educators argued for opportunities for all students to explore leadership. Standards were written in 1986 by the Council for the Advancement of Standards in Higher Education (CAS) to dictate how leadership development programs should be staffed, what financial resources they should have, and what they should teach students (CAS, ND). In the contextual statement of the 2003 Standards for Leadership Programs, CAS wrote that colleges must look beyond educating positional leaders for ways to make leadership opportunities available for all students. This study illuminates an effort at the University of Virginia (UVa) to bring leadership to a group of students who are not positional leaders.

Leadership development at the University of Virginia (UVa), the research site for this study, is multifaceted in nature and is located in different areas of the institution. It is a major part of the student activities program at UVa and also is included in initiatives from the Offices of African-American Affairs (OAAA), Asian

and Asian Pacific American Affairs, and Fraternity and Sorority Life. Some of these programs include EDLF 200 and 400, which are introductory and advanced courses for undergraduates interested in learning about leadership; the Asian Pacific American Leadership Training Institute (APALTI); and the Greek Orientation and Leadership Seminar (GOALS).

Determining if a leadership development program affects participant self-confidence is the focus of this research. It joins the scholarly work of leadership development with the practical applications inherent in cocurricular training programs to look at WLDP, a program that invites first and second year women with little or no leadership experience to learn about leadership through a gendered lens.

The focus of the University's Women's Leadership Development Program is unique because participants are not only women but are also emerging leaders who are learning about leadership for the first time. These women are not the student leaders who are well known on Grounds; in some cases, they might be students who are overlooked by their peers. The key to their involvement is that they are curious about a program that will bring together leadership development and women's issues in an informative and lively format.

Opportunities for undergraduate women to participate in leadership are a vital part of a participant's college experience. Leadership roles in student organizations have been shown to build social networks between novice and seasoned women leaders, help participants develop practical leadership-related skills, and help women build their self-confidence (Astin & Kent, 1983; Lynch, 2003; Tomlinson-Clarke & Clarke, 1994). In addition to personal development, women's leadership opportunities

have been linked to degree completion and goal achievement, two positive outcomes that directly affect student retention and graduation rates (Astin & Kent, 1983).

A diversity of student involvement opportunities, including leadership programs for women, are offered on some campuses to address the unique needs of women leaders (Sagaria, 1988). Many participants find these women-centered programs to be extremely helpful as participants begin to explore the topic of leadership development (Sagaria). Though these findings are beneficial, there is little information in the literature about how women's leadership programs are planned and executed, or about how participant development is affected. There is also little research about women exploring leadership for the first time. This study addresses these gaps by researching the possible effects of leadership programs on the self-confidence and self-efficacy of emerging leaders.

This study is unique for several reasons, among them the notion that emerging leaders will be studied instead of student leaders who are already established on campus; that participants' self-confidence and self-efficacy will be examined in the context of the program; and the idea that a program focusing on women's leadership specifically is at the crux of this inquiry. In short, this study joins the academic and cocurricular realms of leadership development in order to illuminate its possible effect on emerging women leaders.

Purpose and Research Questions

Research has consistently supported the idea that student leadership opportunities are relevant, necessary, and important because of the positive impact on the undergraduate experience (Astin & Kent, 1983; Lynch, 2003; Romano, 1996;

Zimmerman-Oster & Burkhardt, 1999); however, there is negligible information about a possible link between leadership programs and women's self-confidence.

This study will address these gaps in the literature and will add to the emerging body of work on college women and leadership.

The purpose of this study is to determine whether women's leadership programs affect participant self-confidence. As such, the research questions for this study are:

- 1. How does participation in the University of Virginia's Women's Leadership Development Program affect participant selfconfidence?
- 2. How does self-efficacy promote self-confidence in WLDP participants?

Definition of Terms

Several terms used throughout the study are described here so that the reader may understand what is being referenced. The terms and their definitions are listed below.

Leadership is defined as an interactive process between leaders and followers that is dependent upon the situation and whose outcome is shaped by the entire group (Bass, 1990; Northouse, 2001).

Leadership Program is defined as a college-sponsored experience with student participants who attend in order to learn about and develop their own leadership skills and abilities.

Women's Leadership Program is defined as a series of educational sessions that are focused on women's issues and leadership and features women participants.

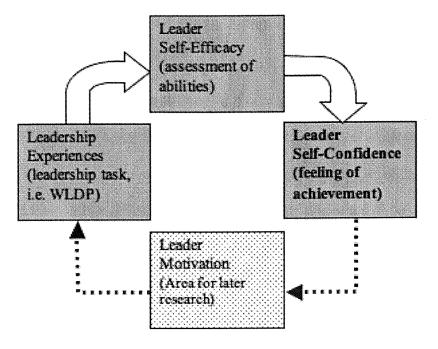
Self-Confidence is defined as "assurance in one's own judgments, decision-making, ideas, and capabilities" (Daft, 2005, p. 50).

Self-Efficacy is defined as a person's assessment of their ability to complete a task and the belief that they will be successful (Bandura, 1977, 1993, 1997).

Conceptual Framework

The theoretical lenses for this study are McCormick's (1999, 2001) Social Cognitive Model of Leadership and Bandura's (1993, 1977, 1997) self-efficacy theory. Both theories discuss the process of individuals working to achieve a common goal and the feeling of confidence that is a result of goal achievement. Bandura's theory describes the leader's assessment of the skills and abilities needed to complete the task at hand, and McCormick's theory explains the resulting confidence and motivation that comes from goal achievement. Taken together, concepts from these theories create the Emerging Leader Model seen in Figure 1.1.

Figure 1.1
Emerging Leader Model



The Emerging Leader Model explains the progression of a new leader from the initial leadership opportunity through their self-efficacy assessment and the resulting feeling of self-confidence, which can motivate the leader to seek other leadership opportunities. An example of this model featuring WLDP would occur as follows: the *leadership experience* is the program, where participants learn leadership theories and skills; *self-efficacy* is the participant's assessment of the skills and abilities needed in order to complete the program; and *self-confidence* is the participant's feeling of accomplishment after finishing the program. Hopefully, the feeling of self-confidence that the program helps to promote will *motivate* participants to seek out other leadership opportunities in order to begin the cycle all over again. The accumulation of leadership experience, self-efficacy, and self-

confidence is what moves a person through McCormick's model; however, since this is an emerging leader program focusing on the start of a leadership journey, only the beginning stages of the Social Cognitive Model are addressed.

Methods

Qualitative methods, and specifically, the case study method were used in this research. The qualitative approach was selected in order to better understand the participants' experience in the program and to interpret that experience for an audience (Merriam, 1998; Whitt, 1991). The case study was selected because the study has the boundaries of one case at one institution (Merriam), provides research about an area with previously limited knowledge (Darke, Shanks & Broadbent, 1998), and allows for in-depth interaction between researcher and participant (Yeh & Inman, 2007).

First and second year women participating in WLDP 2008 are the population for this study. Stratified random sampling will be used to collect a sample that is representative of first and second year women who have chosen to participate in the program. The targeted number of participants is 12, but 16 will be selected initially to account for possible attrition.

Data collection methods are triangulated in this study and include observations, document analysis, and interviews in order to explore the research questions. Observations and document analysis will uncover data by recording the participants' actions and interactions in the WLDP setting and by studying some of the program's historical documents. In addition, three interviews will occur over the course of two semesters as the researcher asks participants to reflect on their past

leadership experience, their opinion of WLDP both during and after it has occurred, and an assessment of their self-confidence. Two of these interviews will take place during the spring semester of 2008 and will serve as bookends for WLDP, occurring at the beginning and the end of the program; the last interview will occur during the fall semester of 2008 to ask the participants how they view the program and their self-confidence level now that time has passed (see Appendices B, C, and D for interview protocols).

Data will be analyzed using the constant comparison method, one part of the seven-step process described by Marshall and Rossman (2006). The process begins with reducing and making sense of the data, so organizing the collected data is the first step. Marshall and Rossman suggest chronologically listing the activities used for collecting data in a spreadsheet, with notes such as where the data were collected and the goal for that particular activity. After organizing the data, the researcher reads and rereads everything in order to create categories for the data. Merriam (1998) describes this stage as constant comparison, where notes and conclusions made from one interview, observation, or document analysis are compared to another to look for recurring themes. The themes generated become categories, which can be visually represented in a matrix or spreadsheet. Once categories emerge, the remaining data can be organized accordingly.

The final steps in data analysis include generating codes from the categories, writing and journaling about the findings, and interpreting the data. Merriam (1998) says that this process, which follows the constant comparative method, allows the data to create an emerging theory which explains its meaning. After these steps have

been completed, writing a report of the findings is the final step to understanding the work inherent in this study.

Limitations

There are several limitations present in this study. Because it is qualitative in nature, the issue of non-generalizability surfaces in the study, stating that applying the results to other institutions is difficult because of the unique population and research site. Another issue is that of subject characteristics, which says that these women are different from their peers, which is why they were nominated for and are participating in the program. This notion is further complicated by the fact that UVa is a highly selective institution, meaning that a specific population of high achieving students was selected for admission. As a part of this select group, the women in this study may be very different than other women at institutions with lower selectivity. A final concern is that the researcher served as the WLDP planning committee's advisor in the past, which could appear as a conflict of interest or as researcher bias because of her previous involvement with the program. The researcher will address this concern by having limited contact with WLDP members outside the sample and by stepping down as an advisor to the group.

Significance of the Study

Despite these limitations, this study addresses a gap in the literature about women who are not at the upper echelon of student leadership. Coverage concerning students in emerging leader programs, and particularly those that focus on women, is non-existent. This is a major gap that this study will contribute to in order to illuminate the experience of women exploring leadership. Additionally, this study

will test the Emerging Leader Model to see if a leadership experience like WLDP will affect a participant's self-efficacy, and therefore, their self-confidence. This part of the study will add to theory in student affairs research because a model of emerging student leaders has not been previously created or tested in the field.

This study also is of use to student affairs educators because it offers a fresh perspective on women and leadership development programs. In a 2004 article, Scott argued that in order to determine what students learn from their involvement with leadership development, student affairs professionals must share their expertise with one another. This study shares the experience of participants from WLDP 2008 in order to tell the stories of the women in the program as well as explore if the program affected their self-confidence.

In addition, by conducting this research, the study may advocate for women's leadership development programs and explains their contribution to the undergraduate experience. It may encourage universities to explore women's leadership development in order to strengthen all of the women on their campus, who are increasingly becoming the majority of the student body. Finally, this study actively promotes the concept of an emerging leader and argues that more institutions should focus on this group of students. Those students already in positions of authority have effectively used their leadership skills to get them elected; therefore, they do not need to learn about leadership as much as a novice might. Allocating leadership development resources to meet the needs of emerging leaders is an idea whose time has come.

CHAPTER 2

LITERATURE REVIEW

The purpose of this study is to explore in what ways, if any, women's leadership programs affect participant self-confidence. Although research supports that student leadership opportunities are relevant, necessary, and important because of the positive impact on the undergraduate experience (Astin & Kent, 1983; Lynch, 2003; Romano, 1996), there are limited findings about the impact of women's leadership programs on participants. Additionally, there is negligible information about the possible link between leadership programs and women's self-confidence. This study will address this gap in the literature.

The research questions for this study include:

- 1. How does participation in the University of Virginia's Women's

 Leadership Development Program affect participant selfconfidence?
- 2. How does self-efficacy promote self-confidence in WLDP participants?

Based on these questions, the literature is organized into the general subject areas of leadership and student development. Using the technique of funneling, subsections are developed under each heading and become more specific as each section progresses. An example of funneling is the section on leadership, which starts very generally with leadership from a historical perspective and whittles itself down to the subheading of women and leadership. This technique gives the reader a broad

perspective of leadership as a discipline and moves through various applications of leadership, ending with women student leaders and the programs they attend.

By utilizing the funneling method, this review addresses the research question by examining the philosophy behind the existence of women's leadership programs and exploring the self-confidence struggles that many women face in college. The goal of this review is to illuminate the pertinent areas present in the study so the reader may understand the context of the research question, the rationale behind the strategy selected to address the question, and the theoretical framework.

LEADERSHIP

In 1978, James MacGregor Burns wrote one of the foremost works on leadership to date. Leadership scholars still refer to his thoughts on the subject, and his textbooks are the foundation of many undergraduate and graduate classes. J.M. Burns wrote about leadership in a way that made the topic both theoretical and practical, and sought to clarify many of the components of leadership theory prevalent in the 1970s.

To begin his book, J.M. Burns (1978) did as many subsequent others have done (Bass, 1990; Caldwell-Colbert & Albino, 2007; Daft, 2005; Northouse, 2001): he discussed the myriad of definitions available for leadership. Stating that "leadership is one of the most observed and least understood phenomena on earth," J.M. Burns eventually defines leadership as "leaders inducing followers to act for certain goals that represent the values and the motivations... of both leaders and followers" (p. 19).

J.M. Burns (1978) goes on to describe two main leadership styles — transactional and transformational. Transactional leadership is based on a tit-for-tat exchange between leader and follower, such as "jobs for votes" (J.M. Burns, p. 4). Transformational leadership is defined as leadership that involves knowing the follower's motives in order to "satisfy higher needs" through the leadership exchange as well as engaging the follower's "full person" (J.M. Burns, p. 4). Transformational leadership goes beyond transactional leadership because it encourages personal growth and reflection by both leader and follower, aims for loftier goals, and can inspire followers to become leaders themselves. Transactional leadership can also foster what J.M. Burns calls moral leadership, or focusing on the needs of the follower in order to inspire social change through a set of defined values.

Bass (1990) and Northouse (2001) define leadership similarly to J.M. Burns, however, they distinguish that leadership is a process between leaders and followers. Instead of a more linear concept, Bass and Northouse recognize that leadership is cyclical and depends on the "structuring and restructuring of the situation" (Bass, p. 19). They go on to say that leadership is interactive between leaders and followers, and that both shape the outcome, something that differs from J.M. Burns' leadercentric definition (Northouse).

This researcher adapts the leadership-as-process view, believing that leadership grows and changes as the leader acquires new knowledge and experience. Suyemoto and Ballou (2007) share the premise of leadership as process, saying, "leadership must be conceptualized as a constantly changing negotiation of context, goals, and social interactions unfolding within and reflecting shared values" (p. 42).

Because leaders will encounter new situations, work with different people, and may experience changes in their personal and professional lives, leadership must be malleable so that it can adapt to the leader's needs and the situation at hand. This type of leadership is particularly important when dealing with emerging leaders like the women in this study because new leaders experiment with different leadership concepts to create an approach that works for them. They may choose one particular approach and change it as they learn more about leadership and work with others to complete different tasks. Because of the fluid nature of leadership as process, and because emerging leaders are developing their personal leadership style, this definition is well suited to this study.

Leadership Theories

The history of leadership studies can be traced through the myriad of theories about leaders and leading developed over the years. Beginning with the "Great Man" theories of the 1880s, leaders were born with certain qualities that set them apart from others (Bass, 1990; Daft, 2005). Bass described the beliefs behind these theories as "great men who initiated movement and prevented others from leading society in another direction" and the philosophy as "a sudden decision by a great man could alter the course of history" (p. 37). It was noted that leaders during this early period of leadership studies were only described as male, despite the existence of women leaders like Joan of Arc and Catherine the Great (Bass, Daft). In fact, wrote Bass, "great women were ignored" in this particular theory (p. 37).

Leadership theory on personality characteristics represents another theoretical perspective on leadership that emerged over time. It was thought that if the Great

Men had certain traits that made them effective leaders, perhaps others could learn these traits. The dependence on leadership characteristics continued until Stogdill's research in the 1940s, which concluded that it was a combination of personality traits and the situation at hand which made leaders effective, not just the traits alone (Bass, 1990; Northouse, 2001). This approach to leadership was eventually called the "situational approach" because "different situations demand different types of leadership" (Northouse, p. 55).

The notion that leadership is a process that both leader and follower contribute to is the main tenet of relational leadership theories. J.M. Burns' (1978) transformational leadership and the concept of servant leadership best illustrate these theories where the leader serves others rather than directs or controls them in order to be successful (Daft, 2005). In short, the servant leader "puts others' needs and interests above his or her own" (Daft, p. 24).

Leadership in the Educational Context

The study of leadership theories and concepts is not limited to the university classroom or the corporate boardroom; in fact, J.M. Burns (1978) stated that children begin learning about leadership in their families and schools. The experiences they have throughout their formative years and into college shape a child's view about leading and following.

Some colleges believed that leadership is an important part of what students learned as undergraduates, so institutional founders included leadership development in the educational mission. One example is the University of Virginia (UVa), a university created by Thomas Jefferson to produce future public servants of the

United States. Jefferson's greatest achievement remains as a testament to the ideals of its founder as it "sustains the ideal of developing, through education, leaders who are well-prepared to help shape the future of the nation" (University of Virginia, 2007a, ¶ 1). This leadership development occurs in the classroom as well as in cocurricular activities and will continue to flourish in the newly proposed Batten School of Leadership and Public Policy, where leadership education will be a major focus of the new school's curriculum.

Despite these stalwart efforts by leadership pioneers to educate and train the next generation of leaders, there was a critical point missing. Like the Great Man theory, many student leadership programs were focused upon male undergraduates. Part of this focus was historical, because many women did not begin attending college in large numbers until the 1960s (and in the case of the College of Arts and Sciences at the University of Virginia, 1970); but part of it also was the belief that men were better suited to become leaders than women. As Eagly (2007) noted, "culturally, women are the nicer sex and men are the more aggressive go-getters.

Leaders are generically in our culture more like men than women in the way people think about leaders" (Vedantam, 2007, p. A7).

The notion that women are not well suited to lead is another reason why women's leadership development programs are significant. Without the opportunity to explore leadership and develop a personal style, some women may not feel confident in their ability to lead others. Literature that discusses the experiences of undergraduate women who lead is small and mostly focuses on established leaders who are successfully guiding an organization (Lynch, 2003; Romano, 1996). There is

a dearth of literature focused on the emerging woman leader who is delving into leadership for the first time, and virtually nothing on the programs that help women learn to be leaders on campus. This study will fill these gaps by illuminating the experience of women at UVa who are investigating leadership for the first time on Grounds. The following section will contribute to this goal by providing additional information about student leadership and its impact on the collegiate experience.

Leadership Studies

The Center for Creative Leadership examined the field of undergraduate leadership education in the 1980s in order to "learn how colleges and universities were teaching leadership and how widespread the effort was" (Schwartz et al., 1998, p. viii). What they found was a variety of approaches to teaching students about leadership, beginning in the co-curricular realm with student activities and programs and moving into the academic realm in the form of leadership courses and degrees. In his research, J.S. Burns (1995) discovered similar results about the field of leadership education. It seemed that early efforts to educate students about leadership were "haphazard 'on the job' training programs for students selected for certain campus leadership positions" and that these activities eventually morphed into "formal courses, hands-on experiences in leadership positions, and opportunities for guided reflection about leadership" (p. 244).

The new leadership education movement evolved from research that sought to make the co-curricular experience support the academic mission of the college by synthesizing the discipline-based knowledge of the classroom with the skills-based knowledge of organizational leadership (J.S. Burns, 1995). The idea that the

educational experience could continue as students united theory and practice in an organization, activity, or elected position resulted in research to determine what students were actually learning. The work of psychologists and student affairs researchers provided theoretical lenses to use in order to understand student leadership and its value to the academic experience.

Leadership education at the University of Virginia is multifaceted in nature and is located in different areas of the university. It is a major part of the student activities program at UVa and also is included in initiatives from the Offices of African-American Affairs (OAAA), Asian and Asian Pacific American affairs, and Fraternity and Sorority Life. Some of these programs include EDLF 200 and 400, which are introductory and advanced courses for undergraduates interested in learning about leadership; the Asian Pacific American Leadership Training Institute (APALTI); and the Greek Orientation and Leadership Seminar (GOALS). WLDP is also a part of UVa's leadership education program, and its focus on emerging women leaders makes it unique on Grounds. Programs like these show the University's dedication to leadership education because of the resources allocated and the ongoing commitment to sustaining such programs over time. Such institutional commitment is reflected in the work of Astin and Astin (2000), whose call for leadership education as a part of the undergraduate experience is described below.

Institutional Responsibility

In their influential work *Leadership Reconsidered*, Astin and Astin (2000) wrote that higher education can instill leadership in students in a variety of ways, empowering students to develop "special talents and attitudes that will enable them to

become effective social change agents" (p. 2). As a result, the authors concluded that colleges and universities have a responsibility to recognize and cultivate leadership opportunities in their students. One of the ways these talents can be cultivated is through leadership training programs, which provide opportunities for students to learn about leadership styles and theories, as well as learn practical skills like communication, delegation, and conflict resolution.

According to Astin and Astin (2000), leadership opportunities allow students to learn two basic tenets. First, leadership is no longer exclusive to a few privileged, ambitious individuals. Anyone can learn how to lead and there are many ways of leading. Second, leadership skills are needed in "virtually all areas of adult life," and what students learn in college will be directly applicable to their lives after graduation (Astin & Astin, p. 31). By learning these concepts, students realize that they can take an active role in their community, thereby creating positive change. Therefore, if institutions want to educate students to be citizens as well as scholars, leadership programs must be integrated into the student experience to teach all students how they can effectively contribute to the world around them.

Benefits of Leadership Development Programs

Leadership development programs can have a very powerful influence on students, a notion that has encouraged many institutions to allocate resources and personnel to the creation of leadership-related programs. Over 600 academic and co-curricular leadership programs are taking place at American colleges and universities in both graduate and undergraduate capacities (Schwartz, Axtman & Freeman, 1998).

These programs include Master's and Bachelor's degrees in leadership studies, courses in leadership education, and co-curricular leadership development programs.

Leadership has become an important aspect of the student experience because of the myriad benefits offered from such activities. In one noteworthy study, Astin noted that leadership experiences such as holding an elected office or being an active member of a student organization positively affect student learning and development during the undergraduate years (Logue, Hutchens, & Hector, 2005). Such activities can encourage growth by exposing students to a peer network to collaborate and socialize with as well as teaching leadership-related skills like problem solving, program planning, and fiscal management. In addition, leadership development programs introduce students to faculty and staff across campus, creating interactions that can enhance and enlighten their collegiate experience.

Research by Cress, Astin, Zimmerman-Oster, and Burkhardt (2001) looked at the correlation between student development and leadership development programs. To do this, the researchers collected longitudinal data from 875 students at ten institutions during their freshman and senior years and asked them to describe any changes experienced since attending college. The survey asked students to measure their understanding of self, sense of personal ethics, decision-making abilities, and eleven other outcomes. The study found that students who participated in leadership development programs "rated their level of change more strongly on each of the fourteen outcomes" as compared to non-participants (p. 18). The authors conclude that "the findings reported here provide clear evidence of student gains from participation in leadership development programs" and that "students who involve

themselves in leadership training... can increase their skills and knowledge" (Cress et al., p. 23).

When asked to reflect upon their experience with leadership development, one student explained, "I don't know how I'll use my leadership, but I know I will. My experiences have made me a better person... a more motivated person and so no matter what I do, it's a part of me now" (Shertzer & Schuh, 2004, p. 121). This transformative experience demonstrates the power of leadership development programs in the life of a student; however, the need to explore student leadership exclusively for women is necessary in order to better understand the context of this study. The following section will begin broadly, explaining the literature on women and leadership in general, and will continue to narrow its focus to discuss leadership programs for undergraduate women.

Women and Leadership

Some of the most influential research on women and leadership discusses the unique leadership styles and values favored by women leaders. How women lead is a regular topic of discussion in undergraduate leadership courses, and chapters on gender and leadership frequently appear in leadership textbooks (Bass, 1990; Daft, 2005; Northouse, 2001). Despite the popularity of the topic, there is little information on leadership development programs that focus on the needs of women leaders, and there is virtually no information on emerging women leaders.

This section will explore the leadership literature pertaining to women, with a particular focus on undergraduates and emerging leaders. It will address the gap in the literature regarding women's leadership development programs by highlighting

current activities at universities in the United States. The lack of research on women's leadership development programs is a weakness in the literature that is notably deficient and to which this study makes a significant contribution.

Women's Leadership Styles

In their discussion of women's leadership styles, Kezar and Moriarty (2000) described styles that were participatory, relational, and collaborative instead of top-down; an emphasis on reciprocity and collectivity instead of individuality; the importance of empowering others; and a de-emphasis on hierarchical relationships (p. 55). Fine (2007) noted that in addition to the participatory style, women leaders also "are more motivated than men to help others [and] are more likely to choose careers in the helping professions" (p. 181).

In a study by Rosener (1995), the term interactive leadership was created to describe the way that some women lead. This type of leadership strives to make interactions positive between leader and follower and includes four main tenets: encouraging participation, sharing power and information, enhancing others' self-worth, and getting others excited about their work. Rosener concluded that interactive leadership allowed women leaders and followers "to feel powerful and important... a win-win situation" (p. 150-151).

The findings of Fine (2007), Kezar and Moriarty (2000), and Rosener (1995) as well as preeminent works by Astin and Leland (1991) and Helgesen (1990) show strong evidence that women lead differently. In fact, authors like Marie C. Wilson (2004) are quite blunt in their appraisal of differing leadership styles:

Do women lead differently? Yes, we do, whether from learned responses or lack of testosterone, and it is a hot underground topic for women at the top... Their caution betrays a fear that acknowledgment of difference will come to mean an acceptance of inequality. A fear that 'different from' will morph into 'less than' (p. 3).

With an emphasis on collaboration and empowerment, most women who lead seem to diverge from the traditional hierarchical paradigm typically attributed to men. Fine (2007) wrote that additional factors which contribute to differences in leadership styles included the approach to and vision of leadership that women hold as well as the circumstances that make them leaders. All of these factors contribute to the research on women's leadership styles, which has trickled down into the research done on college women leaders.

Women Student Leaders

Researchers have studied undergraduate women to determine how leadership opportunities affect them (Lynch, 2003; Romano, 1996; Trigg, 2006). A recent study by Kezar and Moriarty (2000) explored the leadership ability of 9,731 Caucasian and African American men and women. Participants were asked to rate their leadership abilities as first year students and again as fourth year students. The women in the study reported a modest increase in their perceived leadership ability after four years, with a change of 56.4 to 61 percent in Caucasian women and 53.2 to 57.4 percent in African American women (Kezar & Moriarty, p. 58). Participation in leadership programs and classes represents one of the strongest predictors of an increase in perceived leadership ability for the women in the study (β = .13). This finding is

particularly noteworthy for this study because of the positive relationship between leadership programs and increased perceptions of leadership ability in participants.

Wilson (2004) cited research about women student leaders in her work Closing the Leadership Gap: Why Women Can and Must Help Run the World. She found that the numbers of men and women participating in student government while in high school were equal; however, this changed when these students went to college. Forty-two percent of the men in Wilson's research participated in undergraduate student governance while only 19 percent of women ran for office in college. Concerning the lack of women in student government, one male student noted: "[women] might not even want to try. They would feel like a minority" (Wilson, p. 63).

In her 2003 study, Lynch sought to learn more about the experience of women student leaders at a large, comprehensive institution in the southeast. Her qualitative study featured a series of interviews with 20 undergraduate women who held leadership positions in a variety of student organizations. Although the women she spoke to had positive experiences, Lynch noted that the opportunities for women to become involved in leadership positions on campus were extremely limited. In a similar study, Romano (1996) talked to 15 women at three large universities to determine their motivations for becoming student leaders and to discover what they learned from the experience. She found that strong female role models motivated the leaders to get involved in their campus community and served as an inspiration to their work. Romano also found that the collaborative approach to leadership was evident in the leaders' interactions with group members. She stated that "this

information supported gender-related developmental theory as respondents focused on relationships with organizational members when describing and analyzing their leadership styles" (p. 681). Additionally, the relationships cultivated between leader and follower created a sense of empowerment for everyone involved, giving the leader a sense of fulfillment and achievement. Finally, Romano found that the leadership experience was critical to leaders as well as followers and that the relationship created within the group was "vital to the women" (p. 682).

Boatwright and Egidio (2003) found similar results to Romano's study. Their study featured 213 undergraduate women attending a "primarily White, selective liberal arts college in the Midwest" (p. 653). The findings concluded that connectedness through peer relationships was the most important factor for women who wanted to become involved in leadership activities. Their research found that collaboration and connectedness were critical to the leadership process and that women cultivated these qualities through their co-curricular involvement.

Though the findings listed here show positive results for women student leaders, little information exists about the emerging leader experience. Much like early research on student involvement, the well-known and established students people these studies, not the students just beginning their leadership journey. Research regarding students as emerging leaders, and particularly focused on women, is non-existent. This study will fill this major gap in the research by illuminating the experience of women exploring leadership development. It is the first steps down the path to leadership, not the achievements and accolades that follow, which interests this researcher.

Women's Leadership Development Programs

Research findings like the ones listed above have assisted practitioners when making a case for women's leadership development programs. When she was asked to defend her idea for a new program at Rutgers University, Trigg (2006) noted that programs that focus on creating women leaders recognize the challenges that women face when striving to assume leadership positions and attempt to create a network to support women in leadership roles. "Women can be a vital source of change in an increasingly dangerous world," and society needs the "vision... civic engagement, and idealism" of young women (Trigg, p. 6). Trigg cited the Duke University Women's Initiative as another example of the importance of women's leadership programs. After a period of study, Duke found their undergraduate women to be suffering from "effortless perfection," the need for women to look beautiful, be smart, and do so "without visible effort" (Lipka, 2004, p. A35). As a result of these findings, Duke launched a women's leadership program in order to "seed the campus with student leaders who are conscious of women's issues" (Lipka, p. A35).

Duke and Rutgers are two universities that have made women's leadership programs a priority, and many campuses across the country have some type of program that focuses on the unique experience of women leaders. With the evidence presented in this review, it is clear that women need programs that will expose them to leadership opportunities and give them the necessary training to succeed in such a position. In addition, it is critical that institutions widen their scope when looking for student leaders. Since Astin and Astin (2000) found that anyone can lead, colleges and universities must find ways to challenge students who are not in leadership positions to become involved. Institutional resources are often allocated to support

the efforts of vocal and involved student leaders, leaving those who do not have formal positions behind. In order to more fully involve women in the leadership experience, program designs should include both novice and seasoned leaders.

Leadership programming is beneficial for all women on campus, and the literature shows that it must become a priority for institutions to invest in women through such programs.

As previously stated, this study will fill a gap in the literature about women students beginning to explore leadership development through a college-sponsored program. The literature discusses both male and female student leaders and factors that contribute to their success, but it does not cover a discussion of how these student developed into their leadership roles. The emerging leader experience is missing from the literature, as well as a discussion about women in these circumstances. This study will cover these topics in depth while exploring the development of the women participating in the program.

Student development, the second major topic in this study, is discussed in the next section. As before, the section will begin broadly with general student development theory and will funnel down to women's development and self-confidence. This will give the reader a context for the developmental foci inherent in the study, and will conclude with the research on women's self-confidence.

STUDENT DEVELOPMENT

Student development has always been a part of the student affairs profession, and fostering that development during the collegiate experience is a continued focus of student affairs research and literature. In 2004, the two major professional

associations in the student affairs field, the American College Personnel Association (ACPA) and the National Association of Student Personnel Administrators (NASPA), wrote a document called *Learning Reconsidered*. This document advocated for a type of student-centered learning in higher education that would unite academic and student services professionals through an approach focusing on the intellectual and social development of the student. *Learning Reconsidered* implicated student affairs professionals as partners in the broader campus curriculum and described how student affairs work can affect student learning outcomes such as building "interpersonal and intrapersonal competence" (Keeling, p. 19).

As a result of *Learning Reconsidered*, many student affairs professionals reexamined how their work affects undergraduate learning. The renewed conversation revealed that cocurricular programs contributed more to student learning than just skill building. Learning outcomes focused on concepts like self-confidence and identity, spirituality and personal goal setting (Keeling, 2004, p. 19). In short, student development reemerged as an integral part of the student experience; something that works in concert with the acquisition and application of knowledge learned in the classroom.

This research is relevant and vital to the student affairs profession, but for the layperson, what does student development mean? The term has a myriad of definitions and applications but it is commonly used to refer to how students learn and grow during the undergraduate years. In her research, King (1994) described the amorphous concept of student development in a way that is approachable and illustrative of the development referred to in this study. She said:

...It may be helpful to think of a student's growth and development as a kaleidoscope or mosaic of changing skills, attitudes, beliefs, and understandings, acknowledging that each student represents a slightly different set of shapes, colors, and textures that constitute his or her own personal kaleidoscope, each with its own specific set of developmental attributes. With new experiences, these attributes shift (whether slightly or dramatically), and the picture in the individual's kaleidoscope changes accordingly (p. 413).

Knowledge about student development generally is helpful in order to add context to this study; however, because of the research question being explored, student development through a gendered lens is of particular interest. A search of the literature revealed research which stated that the developmental differences between genders begins as children and can affect how a person looks at the world, in the way they were socialized, and in their life experience (Northouse, 2001). These differing experiences shape men and women and affect their desire to become leaders. It is the development that students experience during college, however, that critically shapes how students make meaning of the world around them and understand their place within it.

The cognitive approach to student development is used in this study in order to understand leadership education and its connection to the academic experience (Stage, 1996). This approach, popularized by the work of Piaget in the 1950s and Perry in the 1960s, is concerned with how students "think, reason, and make meaning of their experiences" (Evans et al., 1998, p. 124).

Examples of student development theories that focus on the cognitive approach include work done by Baxter Magolda (2001) and Komives, Longerbeam, Owen, Mainella, and Osteen (2006). Baxter Magolda's theory of self-authorship provides a means to bring intellectual and social development together in a cocurricular context. Her theory is based on Robert Kegan's 1994 work on adult development, which focused on the way that adults make meaning out of their lives. By applying Kegan's concepts to undergraduates, Baxter Magolda created a theory about how students view themselves and how they make meaning out of the world around them.

Komives et al.'s (2006) theory of leadership identity development offers another example of the cognitive method. The study examined the development of 13 students as they moved from simple to complex dimensions of growth at a university in the mid-Atlantic. The students' cognition was monitored as they progressed through six stages of leadership, beginning with "awareness," where students watched others make decisions, to "integration/synthesis," where students made decisions for themselves (Komives et al.). The study concluded that cognitive development and leadership development could be connected when students participate in programs and activities that foster their capacity to engage in leadership.

Women's Development

Student development has been discussed in order to illustrate how students grow and change during their undergraduate experience, but the unique challenges that women face during college has thus far not been addressed. This section will discuss the development of undergraduate women.

Two seminal works on women's development should be considered when discussing how women mature and change over time. The first, by Gilligan (1982), researched college students and other women for her work *In a Different Voice*. Seeking to describe how women develop and make meaning of their experience, she created a theory centered on a woman's voice. According to Gilligan, voice evolves during a woman's development, and women find strength and meaning in their lives through the cultivation of their voice. Gilligan's research also found that women "define themselves in a context of human relationship... [and] judge themselves in terms of their ability to care" (p. 17).

The second study, Baxter Magolda's (1992) work about knowing and reasoning in college, explored gender as a major factor in student development. The study occurred longitudinally over five years and featured 101 student participants. The conclusions Baxter Magolda made regarding student cognition stated that women were different than men in the first three stages of her Epistemological Reflection Model. These differences include receiving knowledge versus mastering knowledge, interpersonal versus impersonal knowing, and interindividual versus individual knowing. Baxter Magolda's research found that women's ways of knowing focused on peer relationships, comfort in their environment, gathering and sharing ideas, and creating connections (Evans, Forney, & Guido-DiBrito, 1998, p. 154-156). Like earlier research, Baxter Magolda's study found that women place an emphasis on the interconnectedness of individuals and the need for collaboration and cooperation.

Other subsequent student development studies have found that college is a "gendered experience" that affects men and women in distinctive ways (Kezar &

Moriarty, 2000; Smith, Morrison, & Wolf, 1994). These differences are present as men and women "appear to resolve the processes of intimacy and identity development differently" throughout their college years, placing varied emphases on the collegiate experience (Evans, Forney, & Guido-DiBrito, 1998, p. 65). For example, Evans et al. state that men gain a feeling of competence from choosing a career and creating a stable future for themselves. Women, on the other hand, rely on relationships with others to feel competent, experiencing higher levels of intimacy than their male peers (Evans, Forney, & Guido-DiBrito). The emphasis in the research on women's need for connection and voice demonstrates a different way of seeing the world than traditional male modes of thought. These differences can be explored and celebrated in leadership development programs, where finding voice, building connections, and developing self-confidence are central to the program's objectives.

Self-Efficacy Theory

The cognitive development theory primarily used for this study comes from the field of psychology and the work of Albert Bandura. Known as self-efficacy theory, it was chosen because it frequently appears in the leadership literature as a way to understand how leaders progress. Bandura's (1977, 1993, 1997) work touches upon many concepts involved in leadership: motivation, task completion, and goal setting. It is particularly useful for this study because it allows the reader to conceptualize the decisions emerging leaders make, and based on the outcome of those decisions, whether or not they will continue on their leadership journey.

Movement through complex dimensions of development occurs in Bandura's (1977, 1993, 1997) theory of self-efficacy. The theory begins with an individual and a task for the individual to complete. Self-efficacy occurs when the individual assesses the skills and abilities she currently possesses in order to complete the task and, based on that assessment, believes that she has the capability to do so. She then attempts to accomplish the task, and if she is successful, achieves a higher sense of self-efficacy. Bandura's theory centers upon the self-assessment of the individual, which directly affects whether or not she believes she can accomplish the task. If she believes that she could complete the task with her current skills and abilities, she will attempt to complete the task. If she fears that she does not have the ability to complete the task, it is possible that she will avoid the task completely.

According to Bandura (1977, 1993, 1997), a strong sense of self-efficacy is desirable because it allows people to approach challenges with confidence. Hoyt (2002) noted that self-efficacy beliefs can affect individuals in a myriad of ways, including the actions people choose to take, how challenges are faced, and the effort put forth to address a situation. Instead of "dwelling on their personal deficiencies," people with high self-efficacy are committed to solving problems in their lives and believe that they can find the resources needed to address challenges (Bandura, 1993, p. 145). When these individuals fail to complete a task, they feel that they did not put forth enough effort or that they did not have enough knowledge to complete the task successfully. Such individuals regard failure as an educational experience and explore how to address such a situation successfully in the future.

Students with high self-efficacy believe in their capabilities and approach tasks with certainty, while students with low self-efficacy can feel inadequate, finding tasks overwhelming and unachievable (Stage, 1996). Bandura's (1977, 1993, 1997) theory acknowledges the motivations and beliefs of students who struggle to find their place in a new environment. A strong sense of self-efficacy can propel a student through their four years of undergraduate study in a successful manner while a student who is questioning their abilities may find their undergraduate experience much more challenging. In leadership education, strong self-efficacy could encourage a student to take a risk and run for office while low self-efficacy might prevent a student from putting their name on the ballot.

A person's sense of self-efficacy can influence everything from their worldview to how they handle stress (Hoyt, 2002). According to Bandura (1977, 1993, 1997), a person's self-efficacy is based on four sources of information, which are shown in Figure 2.1.

Figure 2.1

EFFICACY EXPECTATIONS

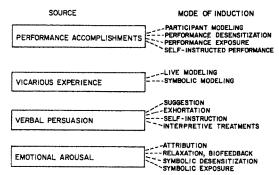


Figure 2. Major sources of efficacy information and the principal sources through which different

(Bandura, 1977, p. 195)

The informational sources in Bandura's model are defined as *performance* accomplishments, or past successes in completing tasks; *vicarious experience*, or

learning from a role model or mentor; *verbal persuasion*, or feedback and support from others; and *emotional arousal*, or the level of stress felt about completing a given task (Bandura, 1977, 1993, 1997; Betz, 2000; Petrovich, 2004). Each of these concepts assists the person in their assessment of whether or not they can complete the task at hand. The resulting assessment will directly affect the person's behavior and will dictate their course of action.

As a person estimates their capability to address a given situation, a series of behavioral consequences occurs. These consequences include persistence, performance, and approach vs. avoidance (Betz, 2000). If a person successfully completes a task (*performance*), they will most likely *approach* subsequent tasks and will *persist* until the task is finished or the problem resolved. Successful performance leads to high self-efficacy and a tendency to want to complete further tasks. If a person is unsuccessful in completing the task, however, this failure could lead to "avoidance..., poorer performance, and a tendency to 'give up' when faced with discouragement or failure," (Betz, p. 206) otherwise known as low self-efficacy.

Self-efficacy theory is appropriate when studying leadership education because it considers what motivates the student to get involved as well as the outside factors that affect student success and decision-making. It explicates the process of completing tasks in order to reach a goal and the outcome of that achievement, which subsequently affects the pursuit of future goals. This cyclical theory allows the researcher to understand someone's motivation to seek future leadership activities, and in this study, serves as a precursor to self-confidence.

A leader's self-efficacy is positively affected when she assesses her abilities, believes she can complete the task, and is successful. She is more likely to approach new tasks as a result and persists until the task is completed. The result of this efficacious behavior is a feeling of confidence in her abilities, which motivates her to seek out new tasks. The concept of self-confidence, as explained by researchers like McCormick (1999, 2001) and Hollenbeck and Hall (2004), will be discussed in the next section.

Self-Confidence

In his research, Michael J. McCormick (1999, 2001) noted that self-confidence is a concept that is present in "every major review of the leadership literature" (2001, p. 23). He wrote that it is an admirable trait which many leaders possess but is difficult to conceptualize. Because of this particular challenge, McCormick applied Bandura's (1977, 1993, 1997) theory of self-efficacy to the concept of leader self-confidence. He reasoned that the two concepts were similar enough to create a model illustrating how leaders act. This model, known as the Social Cognitive Model of Leadership, is discussed later in this chapter. It is based on McCormick's belief that self-confidence is a result of self-efficacy, which directly affects a leader's performance.

How is self-confidence defined? In his research, Daft (2005) described self-confidence as "assurance in one's own judgments, decision-making, ideas, and capabilities" (p. 50). Similarly, Hollenbeck and Hall (2004) referred to self-confidence as a leader's judgment of whether or not she can do something. Their definition expanded on the concept further, stating that self-confidence is based on

the leader's perception of her abilities as well as her assessment of what the task needs in order to be accomplished. Finally, Hollenbeck and Hall wrote that self-confidence is dependent upon the facilitation of a particular task. This concept is reflected in this study's Emerging Leader Model, where the relationship between task-specific self-efficacy and the feeling of self-confidence is explored.

In the context of leadership, self-confident leaders are certain about their abilities and the decisions they make, causing followers to be sure that the group is moving in the right direction. Self-confident leaders can also motivate others to work toward common goals and garner respect from their peers because of the decisions they make and the risks they take. As Northouse states, "leadership involves influencing others, and self-confidence allows the leader to feel assured that his or her attempts to influence are appropriate and right" (p. 19).

In his review of the literature on leadership, which encompasses over 7,500 references on the subject, Bass (1990) noted that self-confidence was a positive leadership trait in early studies of successful leaders. After reviewing studies from 1915-1947, he wrote, "almost all authors reporting data on the relationship on self-confidence to leadership were uniform in the positive direction of their findings" (p. 69). He went on to say that student leaders who possessed self-confidence were "assured in class and as assured with adults" (Bass, p. 69). In a review of surveys completed in 1948 and 1970, Bass found that many of the traits mentioned in previous studies continued to be important to a leader's success. Among these traits was self-confidence, which emerged in both the 1948 and 1970 surveys as significant to leader effectiveness.

Kirkpatrick and Locke (1995) explained the reasons why leaders need self-confidence in their work *Leadership: Do Traits Matter?* They stated that leadership is often a difficult job that requires a lot of information gathering, problem solving, and decision-making. Leaders must also find ways to motivate followers to take action. Self-confidence is important in these situations because it empowers the leader to take the necessary steps to get the job done. Another benefit of self-confidence is increased emotional stability, or the ability to keep one's composure during a stressful situation, which can be very important when resolving interpersonal conflicts or when representing an organization. Kirkpatrick and Locke also noted that self-confidence is important because a leader who doubts her abilities may not act because she is afraid of the outcome, and the delayed response could cause followers to lose trust in her ability to lead.

According to research by Van Velsor, McCauley, and Moxley (1998), increased self-confidence is the highest rated outcome of many leadership development programs. They state that participants gain more assurance about their leadership abilities and what they offer followers as the program progresses. Van Velsor et al. also noted that the development of self-confidence occurs "any time people feel they have successfully handled a new or difficult experience" (p. 19), a concept similar to task completion in Bandura's (1977, 1997) self-efficacy theory.

Women and Self-Confidence

The previous sections on self-efficacy and self-confidence explain that there is a relationship between leadership, task-related self-efficacy, and the resulting feeling of self-confidence. The Emerging Leader Model, a pictorial depiction of the emerging leader's cycle through a leadership development program, illustrates this relationship in this study. Though these concepts have been discussed previously, the issue of self-confidence and emerging women leaders has yet to be explained. This section will attempt to shed light on this relationship through the related literature.

The exploration of self-confidence levels among women undergraduates is not a new area of research. Whitt (1994) cited studies from the 1970s and 80s in her research on college women, noting that common themes included stereotypical or traditional expectations of women, obstacles within the college environment to challenge those expectations, and the self-doubt of women students. She stated that such expectations could erode the amount of self-confidence that women have while in college, which in some cases began to decrease in middle school and has continued to fall over time.

In their research, Astin and Kent (1983) drew similar conclusions regarding women's self-confidence. The researchers examined the Cooperative Institutional Research Program (CIRP) freshman survey results for 1971 and 1980, which reported how college affected students academically and personally. The findings noted that the self-confidence of women respondents "tended to lag behind those of the men on ten of the eleven traits" explored in the survey (p. 313). Further, the study found that women rated themselves lower than their male peers on criteria like academic ability, leadership ability, and social self-confidence as they entered the collegiate environment. In another application of the data, Astin and Kent identified a subsample of student leaders and measured their responses on the CIRP to those who were not as involved. The findings showed that the student leaders, and particularly

the women, reported higher self-confidence because of their leadership experiences (Astin & Kent).

More recent CIRP data show that women continue to trail their male peers in academic and social self-confidence. In the results for the 2000 CIRP freshman survey, 269,413 students at 434 baccalaureate colleges and universities were asked to discuss their opinions about college life upon matriculation (Sax, Astin, Korn, & Mahoney 2001). One of the survey questions asked the respondent to measure their intellectual self-confidence as well as their social self-confidence, and the results are separated by gender. For intellectual self-confidence, 71 percent of men and 55.7 percent of women attending public universities rated themselves above average or higher when compared to others in their peer group. For social self-confidence, the gap continued as men rated themselves 56.7 percent above average and women rated themselves 49.9 percent (Sax et al.).

In the spring of 2003, the Your First College Year (YFCY) survey was distributed to 29,197 first year students at 136 two- and four-year colleges and universities (Keup & Stolzenberg, 2004). This survey is a follow-up from the CIRP, occurring later in a student's first year and offering a clearer picture of respondents' cognitive and affective development and of the first year experience in general. Questions in the YFCY survey are almost identical to the CIRP, however, so respondents were asked about their intellectual and social self-confidence. In a similar fashion, the men who completed the 2003 YFCY rated their intellectual self-confidence at 67.7 percent while the women were 53.5 percent (Keup & Stolzenberg).

Social self-confidence also showed a divergence as men rated themselves at 52.7 percent and women at 46.5 percent (Keup & Stolzenberg).

Results of the CIRP and YFCY continue to show a difference in the perceived self-confidence levels of men and women while in college, causing some researchers to examine what can be done to address this problem. In her study of student leaders, Romano (1996) found that women who held leadership positions had learned a variety of skills through the experience that improved their self-confidence. These skills included oral and written communication, motivation, and conflict management, and women that learned these skills felt more self-aware and self-assured. One woman remarked, "being a leader gives me more self-confidence" (Romano, p. 680). Like earlier studies, Romano concluded that "because the respondents gained self-confidence, successful leadership experiences may be even more valuable for women" (p. 682).

Kezar and Moriarty (2000) also focused on aspects of women's self-confidence in their work. One pertinent study examined men and women at 352 four-year institutions to determine the difference between perceived leadership ability and self-confidence with a particular focus on women and African American students.

The study found that "African American men both entered and left college with the strongest social self-confidence, whereas Caucasian women reported the lowest levels at both times" (p. 59). Despite the low levels reported, the researchers found positive growth in the areas of social and intellectual self-confidence for Caucasian and African American women. Caucasian women who were involved in student organizations and volunteer work rated themselves higher on intellectual self-

confidence than their male peers and experienced growth in their social self-confidence because of this involvement. Like their Caucasian peers, African American women reported higher intellectual self-confidence as a result of their involvement with student organizations and volunteer work; however, they found their social self-confidence increased by interactions with faculty outside the classroom. Based on these findings, Kezar and Moriarty concluded that "involvement opportunities are clearly important for the development of leadership among all groups, yet different types of involvement opportunities are helpful in developing leadership for each subgroup" (p. 67).

The research described here has explained the relationship between college women, leadership opportunities, and self-confidence. Earlier sections explained the benefits women receive from participating in leadership development programs. The following section will draw from the literature to explain the theoretical framework for this study in an attempt to bring all of the concepts together.

THEORETICAL FRAMEWORK

In 2001, Baxter Magolda recorded the revelations made by the student participants in her study on self-authorship. One student said, "the more you discover about yourself... you become comfortable with who you really are... You can think and formulate ideas for yourself... You have a mind and you can use it" (p. xix). This is one of the basic concepts behind the theoretical framework for this study: that women make decisions that propel them to choose leadership-related activities, and the outcome of those activities either sets the groundwork for future leadership or

discourages them from further involvement. The outcome of the activities is what gives women the self-confidence to continue their leadership journey.

In this study, theories from psychology and leadership are applied in order to understand the affect of the program's outcomes on the personal development of the individual participant. When taken together, the outcomes encourage a movement outside one's comfort zone to a place of heightened awareness and action. This movement is what psychologists Shrauger and Schohn (1995) call self-confidence, or a person's perception of their competence, skill, and ability to manage particular situations. Self-confidence in this sense is directly affected by how a person perceives their individual performance completing a task instead of how others perceive them.

In order to better understand the concept of self-confidence in the context of leadership, McCormick's (1999, 2001) Social Cognitive Model of Leadership is used (see Figure 2.2).

The model is based upon Bandura's (1977, 1993, 1997) theory of self-efficacy, which McCormick (1999, 2001) calls "one's task-specific self-confidence" (2001, p. 24). Regarding leadership development programs, McCormick noted that addressing topics like self-confidence and self-efficacy helps participants to create "a healthy sense of personal effectiveness as a leader," which prepares them to be successful in future leadership roles (p. 31).

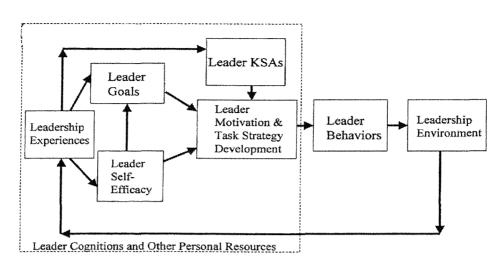


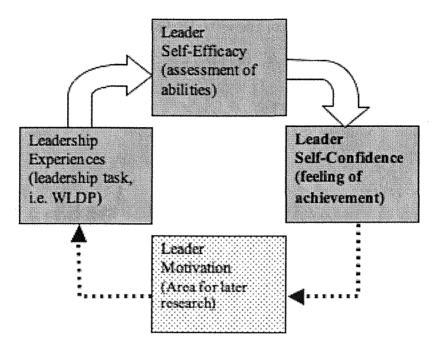
Figure 2.2
Social Cognitive Model of Leadership

(McCormick, 2001, p. 29)

The Social Cognitive Model of Leadership (SCM) elucidates the path a leader takes in order to achieve a goal. According to McCormick (1999, 2001), the leader is equipped with her cognitions and other personal resources as she approaches the leadership experience. The leadership experience allows the leader to define her goals and assess her level of self-efficacy. These two elements, in addition to the leader's knowledge, skills, and abilities (KSAs), affect the leader's motivation and her strategy to address a specified task. Once the leader's strategy is selected, her behavior is adjusted in order to complete the task, and the environment surrounding the task is affected.

Applying the SCM and self-efficacy theory to this study allowed the researcher to create a model to clarify the relationship between self-efficacy and self-confidence in the context of an emerging leader's experience. This model, known as the Emerging Leader Model, is depicted in Figure 2.3.

Figure 2.3
Emerging Leader Model



In the Emerging Leader Model (ELM), concepts from McCormick's (1999, 2001) model and Bandura's (1977, 1997) theory are used to show the path a participant can take after attending WLDP. The model was created in order to illustrate an emerging leader's path from leadership development program to self-efficacy and then self-confidence. The ELM should be interpreted in the following way. Beginning on the left, the model shows that *leadership experiences* (for example, leadership development programs like WLDP) affect the emerging leader's sense of *self-efficacy* because she must assess whether or not she has the capability to lead. Once she believes she can be a leader because of what she learned in the program (the leadership task), she will gain a sense of *self-confidence* from her

achievement. Both self-efficacy and self-confidence affect the leader's *motivation* to complete future leadership tasks, which is shown in the last part of the model. This study focuses on the first three steps of the model to determine if the emerging leaders' self confidence was affected by WLDP, and will leave the final step of the model for future research.

SUMMARY

This literature review discussed the two major subject areas in this study, leadership and student development. Through these lenses, not only can the reasons behind leadership development programs be understood, but also how women are affected by the college experience. Additionally, the terms self-efficacy and self-confidence are discussed, both of which are central themes to the study's theoretical framework. The Emerging Leader Model is explained in order to better understand the methodology selected for the study, which will be discussed in the next section.

CHAPTER 3

METHODOLOGY

Introduction

For this study, a qualitative research design was used to answer the following research questions:

- 1. How does participation in the University of Virginia's women's leadership development program affect participant self-confidence?
- 2. How does self-efficacy promote self-confidence in WLDP participants?

This type of design was selected because it allows the researcher to understand how participants make sense of their lived experience (Merriam, 1998). Whitt (1991) notes that understanding, rather than generalization, is what sets qualitative research apart from quantitative research. It is not only interpreting the experience of the participants but also translating that experience for an audience that gives the qualitative method special meaning (Whitt). Additionally, qualitative research relies upon participant voice to bring forth relevant themes in a natural setting. It is a holistic approach to collecting data that Denzin and Lincoln (1994) refer to as "multimethod in focus, involving an interpretive, naturalistic approach to its subject matter" (p. 2). The many facets of qualitative methodology are a good fit with this study because it explores a population that has not been researched in the past, leaving participant stories largely unheard by those outside the program.

There are other benefits inherent in qualitative research that makes this form of inquiry suitable for this study. McMillan and Schumacher (1997) described the

qualitative research philosophy as "naturalistic-phenomenological," or based upon a reality that is multifaceted, interactive, and shared among participants (p. 392). This perspective works well with data that is descriptive rather than numeric because it illuminates the meaning participants give to events through their words, thoughts, and actions (McMillan & Schumacher). To generate such data, the researcher must become "immersed" in the setting, assuming an "interactive social role" in order to observe the interaction among participants (McMillan & Schumacher, p. 392). This type of immersion is appropriate for this study because it will allow the researcher to become closely acquainted with the program's setting, participants, and daily interactions.

In his work, McCormick (1999, 2001) noted that there were no studies available that researched leadership development programs in the context of participant self-confidence. This study considers this gap in the literature while addressing subsequent gaps in the research on college women's self-confidence and undergraduate women's leadership programs. It uses a conceptual framework called the Emerging Leader Model, which is based on Bandura's (1977, 1993, 1997) self-efficacy theory and McCormick's Social Cognitive Model of Leadership.

The approach for this research is unique because it applies theories that have not been used with this particular population in order to amplify the voices of the participants. This study specifically illuminates the experience of participants of the Women's Leadership Development Program (WLDP) at the University of Virginia (UVa).

Researcher as Instrument

In a recent article, Ponterotto and Grieger (2007) highlighted several qualities inherent in qualitative writing. One of these was the ability for the writer to own their perspective, or the capacity to detail "personal frames of reference in conducting the studies" (p. 413). My personal frame of reference for this study revolves around the constructivist-interpretivist paradigm, which states that there are multiple socially constructed realities which are equally valid (Ponterotto & Grieger). In this paradigm, the researcher interacts with participants in order to glean insight from the study and relies extensively on the voices of the participants to evoke meaning. Conversely, this paradigm also lends itself to unavoidable researcher bias because of the intimate nature of the setting, and requires the researcher to divulge these biases and explain them in depth (Ponterotto & Grieger).

As the researcher for this study, my relationship to and interest in this program began in 2005, when I served as an advisor to the WLDP planning committee. As I assisted the planning committee and learned more about the history and purpose of the program, I began to wonder if the outcomes set forth were actually being met. I saw some women return to serve on the planning committee, showing their commitment to the program and its aims; however, what about the majority of women who did not serve in this way? What, if anything, had they learned?

My curiosity with women and leadership stemmed from my decade of experience as a student affairs professional. I worked in student activities and in the dean's office at a coordinate women's college, and both places allowed me to explore my interest in student leadership development. It was when I worked with women exclusively that I began to learn about difficult topics like perfectionism and a lack of

self-confidence, both of which were highlighted in 2003 by a study from Duke University about the status of women on their campus. One of the outcomes of that study was the creation of a women's leadership program that would "seed the campus" with women leaders (Lipka, 2004, p. A35).

Although women's leadership development programs existed at my previous institution and at UVa, I often heard their existence called into question by others who did not understand the relevance of a leadership program with a gendered focus. My reply to these critics was often peppered with anecdotal evidence based on my experience, but I had not done any research on the subject to strengthen my argument. I wondered if there were studies that justified the existence of such programs; something concrete that could be referenced whenever the program was questioned. In my first semester at UVa, I studied higher education theories and read literature that I had never been exposed to before. I learned student development theory and feminist theory, but I still had difficulty answering the question of why these programs were relevant to today's college women, and what benefits women gleaned from such programs. It was in my first year of study that I began to formulate my research question in order to understand more about how these programs affected participants, and specifically, their self-confidence. I thought back to the Duke study and other articles I had read which discussed the lack of self-confidence in women undergraduates, and I began to wonder if women's leadership programs could affect self-confidence in participants. I had an idea, now I needed to see if it was a viable one.

During the fall of 2006, I conducted a pilot study as part of a class project to determine if my research topic would be feasible. The study consisted of observations, which took place at WLDP planning committee meetings and program sessions, and interviews with newly elected members of the planning committee. The conversations and observed interactions inspired me as a researcher to continue to pursue the topic of participant self-confidence in the context of this program. The proposed study will be a deeper investigation of some of the topics that surfaced in the pilot study.

Case Study Method

The single-program aspect of this research lends itself well to the qualitative strategy of the case study method, which is used to capture the experience of a single unit with defined boundaries (Merriam, 1998). This type of research closely analyzes a case over a period of time using multiple methods, such as interviews, focus groups, observations, and document analysis (Yeh & Inman, 2007). The nature of the case study method allows the researcher and participants to have an "intense and in-depth relationship" which can be fruitful for the rich, thick descriptions inherent in qualitative research (Yeh & Inman, p. 372).

The case study is an appropriate method for this research for several reasons. First, because there is only one program being studied, the study has clear boundaries. Second, as a "multi-perspective analysis" (Tellis, 1997, p. 6), the case study takes several approaches to data collection in order to let the participant voice emerge, which is the main focus of the study. Third, Darke, Shanks, and Broadbent (1998) noted that this approach is beneficial because of the ability to explore areas where

research is limited, like women's leadership development programs. Fourth, Darke et al. (1998) and Eisenhardt (1989) wrote that case studies are a good method to use when the researcher wants to develop hypotheses and test theories; Yin (2003) took this idea a step further and said that theory development is another outcome of the case study. Since literature about women who participate in leadership programs is lacking, using a case study approach will allow the researcher to further explore the concepts present in the Emerging Leader Model.

For this particular project, the unit of analysis for this case study is the student, and a descriptive, intrinsic approach was used. Merriam (1998) wrote that descriptive case studies were "a detailed account of the phenomenon under study" (p. 38). These types of case studies provide information about unheralded, and often innovative, areas of research. The intrinsic approach to this method examines a particular case in order to provide better understanding of the phenomena being studied (Stake, 1994). This type of research is undertaken because a particular area is of interest, and the researcher wants the case "to reveal its story" to the world (Stake, 1994, p. 237). Taken together, this study is a detailed description of a case that seeks to understand the participants' view of the world. Illuminating the story of the WLDP participants is a goal of this research.

Research Site

The site for this study is the University of Virginia (UVa), a highly selective, public, Research I, flagship institution in the Southeast with an undergraduate enrollment of 13,500 students (University of Virginia, 2007c, ¶ 1). Admissions at Virginia is very competitive for undergraduates, with the current acceptance rate at 19

percent (University of Virginia, 2007b, ¶ 3). The average SAT score for the most recent incoming class was 1325, and 88 percent ranked in the top tenth of their high school class (University of Virginia, 2007b).

UVa's undergraduate students are of traditional age (18-22) and hail from Virginia as well as 47 other states and 106 countries (University of Virginia, 2007c). Women made up 55 percent of the undergraduate population during the 2006-2007 academic year (University of Virginia, 2007c). Regarding ethnicity, UVa's student enrollment for 2006-2007 was 64.3 percent Caucasian, 8.4 percent African American, 10.9 percent Asian American, 5 percent international, 3.9 percent Hispanic/Latino, 0.2 percent Native American, and 7.3 percent unknown or unclassified (University of Virginia, 2007c, ¶ 2).

The University of Virginia's Women's Leadership Development Program (WLDP) is the specific program to be studied. WLDP, an emerging leaders program for first- and second-year women, was selected because of its student-centered objectives and focus on women's issues.

The program is planned and facilitated by a group of 15 third- and fourth-year students who are alumnae of WLDP. The planning committee members apply for positions after WLDP occurs in the spring semester and are selected by the outgoing committee members. There are two co-chairs that lead the planning committee for the coming year who are selected by the outgoing chairs in an interview process. The incoming co-chairs are alumnae of the program and have also served as a member of the planning committee. They typically differ in major, background, and experience from each other but share a commitment to the program and its successful facilitation.

One of the major duties of the co-chairs is to use their planning committee experience as well as what they learned as program participants in order to motivate the members of the planning committee and serve as role models for all of the women involved in WLDP.

The program itself was created in 1991 after a female candidate for student council experienced a particularly negative campaign for office that she felt focused on her gender. When her campaign posters were torn down and defaced with sexist drawings and phrases, the candidate sought help from the university administration. One of the ideas that emerged from this experience was a program that could help first- and second-year women learn how to be leaders at the University and how to deal with issues that could arise during their tenure as campus leaders.

Occurring in the spring semester each year, the program is funded by the University and is planned by a committee of WLDP alumnae. The planning committee seeks nominations for participants from faculty, students, and administrators with the stipulation that the nominees not be the typical "movers and shakers," or established leaders on Grounds (K.L. Pitts, personal communication, 2007). The program takes this focus on emerging leaders seriously and tailors panels, speakers, and activities to an audience of women who have not had much leadership experience or training. It is the goal of the program to inspire participants to become active in the community in whatever way is comfortable for them, from student organization involvement to the courage to speak up in class.

The program has several targeted outcomes that were created based on women's development and student development theory. These outcomes have several inherent assumptions, including:

- 1) WLDP is not for women who have already exhibited *strong* leadership qualities
- 2) WLDP participants have not yet fully developed their leadership potential
- 3) There is a need for women's leadership programs (Jennings, 2006, p. 1)

Based on these assumptions, the program seeks to "enhance [the] personal awareness" of participants by focusing on risk taking (for example, expressing a dissenting opinion, resolving a conflict), demonstrating social competence (initiating a new relationship with a student or faculty member), and "understanding the unique nature of self" (finding one's personal passion, discovering a personal strength, applying that strength to a role in the community; Jennings, 2006, p. 1). The 2007 session of WLDP involved 92 first- and second-year women who participated in four sessions during the semester. Since one of the program's learning objectives is to build self-confidence in participants, it is the goal of this study to determine if this aspect of development is actually affected.

Sample

The target population for this study is first- and second-year women who participated in WLDP during the spring semester of 2008. Those who took part in the study were encouraged to share their experiences with leadership and self-confidence as they related to WLDP. Since formal research has not been done on this population of women, the responses and themes gleaned from subsequent interviews were an

enlightening glimpse into the world of a WLDP participant. The experiences shared helped the researcher and the audience to understand the complexities of the program as well as the self-confidence of the women in the sample.

A stratified random sample was selected from a spreadsheet listing the names of the women who participated in the program. The names were separated by class year and assigned a number, which was used with a random numbers table until eight women were chosen from each class year. Potential participants were contacted by email (see Appendix A for sample letter) and asked to take part in the study. The targeted number of participants was 16, and there was no attrition in the sample. Although the researcher hoped to have an equal number of first and second year women, there were nine first years and seven second years because one participant was mislabeled on the spreadsheet and during the course of the interview it was discovered that she was a first, and not a second, year student. Since the interview was already underway, the researcher decided to keep the student in the sample.

Regarding the size of the sample, Patton (2003) wrote that there is no distinct method for selecting a sample size in qualitative research; however, what is important is the rationale behind the selection. Similarly, Sandelowski (1995) stated that determining sample size is "ultimately a matter of judgment" based on how the researcher will use the data and what the product of the study will be (p. 183). In this vein, a sample of 16 women participated in three interviews over a ten-month period. The number of interviews was determined by considering the average size of the program (about 90 participants) and the amount of data to be gathered to result in rich, thick descriptions. The women were contacted by email asking for their

participation in the study (see Appendix A), and received \$25.00 gift cards after the third interview was complete.

PARTICIPANT PROFILES

Sixteen women were selected for this study using random sampling from the 88 participants of WLDP 2008. Of these women, nine were first year students, seven were second years, and one second year student had transferred to UVa from another institution. The majority of the participants were from within Virginia and those from out of state came from as close as the mid-Atlantic region and as far away as Asia. Many of the women in the sample chose the University of Virginia because of its academic reputation and prestige (two students mentioned that they came to UVa because of its place in the rankings) as well as its affordability. Three women chose UVa because they had been waitlisted at their first choice institution, and another three attended because they had a family member or members who were alumni of the University. Detailed information about the participants is available is Table 3.1 below and in the following descriptions.

About the Participants

The short biographies provided illustrate the participants' level of involvement before WLDP began, which is when they entered this study. In the first interview, each woman was asked what leadership-related activities she participated in while in high school as well as if she was involved with any student organizations at college. These descriptions reflect the participants' self-reported high school and pre-WLDP involvement in leadership activities.

Table 3.1 Participant Descriptions

30		Main	YY	UVa Involvement	Additional Involvement After WLDP
Pseudonym	Year	Major Communication	Home	Before WLDP	WLDF
Anne	1	Disorders	In-State	Big Sister	Research assistant
Ainic	1	Art History &	III-State	Riding team	Senior member of the
Arden	1	English	Out of State	member	riding team
Aiden	1	Pre-Commerce &	Out of State	Incinioci	Peer mentor; Student
Audrey	1	Math	Out of State	Ping-pong club	council; RA
Tructoy				Coed leadership program; VP of	VP of volunteer organization;
			International	volunteer	Cultural organization
Caroline	1	Undeclared	Student	organization	VP
Holly	1	Classics	In-State	None	None
	_			Mentee in peer mentoring	Volunteer organization; Academic student
Julie	1	Engineering	In-State	program; Tutor	organization
Kristin	1	Undeclared	In-State	None	Political organization
Laila	1	Pre-Commerce	In-State	Cultural organization; cancer awareness organization	Study abroad
Lucy	1	Undeclared	Out of State	None	Service trip; Bible study leader
Lucy	<u> </u>	Communication	Out of State	Babysitting service	Babysitting service
Delia	2	Disorders	In-State	VP	president
Heidi	2	Pre-Commerce	Out of State	Sorority; Dance club; Elementary school tutor	Sorority executive board
Kelly	2	Economics/Pre- Comm/Accounting	Out of State	Programming board; Art event coordinator	Alternative Spring Break
Margot	2	English Literature & Studio Art	In-State	Captain of science fiction club; president-elect of film organization	Film organization president
Nina	2	Pre-Med/Chemistry	In-State	Sorority chair position; chair position of women in medicine organization	Same
				Chair of peer advising group; VP of academic society; director of service for honor society; volunteer organization; organization on	Service trip; Sorority;
Riley	2	Sociology	In-State	race relations	Days on the Lawn
				A cappella group; feminist club; organization on	Study abroad; Feminist club
Veronica	2	Spanish	In-State	race relations	executive board

Anne was a first year student from Virginia majoring in communication disorders.

Anne was very active in extracurricular activities while in high school. She attended a leadership program for high school students at a local university, was president of a student organization that coordinated a Battle of the Bands, and was a delegate for Girls State, a civic engagement program sponsored by the American Legion. At UVa, she was involved as a Big Sister for girls in the area.

Arden was a first year student from out of state majoring in art history and English. Her father is an alumnus of UVa and suggested she apply when she was looking at colleges. While attending a small single sex high school, Arden founded a nonprofit organization to raise money for horse rescue and horse therapeutic programs. She enjoyed photography and was a competitive horseback rider on the UVa riding team.

Audrey came to the United States from Europe with her family when she was a child. She was an out of state, first year student majoring in math and business and would like to attend the Commerce school. In high school, Audrey was varsity captain of the tennis team, an officer in the multicultural club, and treasurer for the state technology student association. She was a member of the ping-pong club at UVa.

Caroline was an international student from Asia. She was a first year and her major is undeclared. In high school, Caroline served as a class mentor and organized sports and social events for her class. She plays the flute and is enrolled in Blueprint, the

coed leadership program for students at UVa. She was also the vice-president of a volunteering organization on Grounds.

Delia was a second year student from Virginia majoring in communication disorders. She was very involved in high school, serving as the vice president of her class, president of the robotics team, and president of the Junior Women's Association. She was trying to graduate a year early so she can begin working on a Master's degree. At UVa, Delia was vice president of the Undergraduate Babysitters club.

Heidi transferred to UVa from another research university within the state. She was a second year from out of state and applied to attend the Commerce school. In high school, she was president of a language club and captain of the dance team. She attended a leadership development program at her previous institution. At UVa, Heidi was in a sorority, was a member of the dance club, and tutored elementary school children.

Holly was a first year student from Virginia. She was a Classics major and enjoyed horseback riding. Her high school involvement included membership in an animal club and the Latin club, where she tutored other students. She was not involved with any student organizations at UVa.

Julie was also a first year student from Virginia. She was an engineering major and was the manager for the girls' basketball team in high school. At UVa, she was a

mentee in a multicultural mentoring program and served as a tutor. She chose to attend WLDP because she was deferred from the Blueprint leadership program.

Kelly was a second year student from out of state, majoring in economics and recently applied to the Commerce school. In high school, she was president of the science club and the science honor society and was captain of the swim team. At UVa, she was on a committee of the student programming board that plans special events. She was selected as program coordinator for an art event during the fall of her second year.

Kristin has not yet chosen her major. She was a first year student from Virginia that was interested in foreign affairs. In high school, she was co-captain of the volleyball team and co-editor of the newspaper. She has not joined any student organizations at UVa.

Laila was waitlisted to her first choice institution and came to UVa because three of her siblings are alumni. She was a first year pre-Commerce student from Virginia who was captain of the forensics team in high school and founded a video game club. She was also captain of the math team and the tennis team. In college, she was a member of a student organization that raised money to fight cancer and was a member of a cultural organization. She was asked to lead a community service day for the cultural organization during her first semester. Laila shared that she was deferred from the Blueprint leadership program.

Lucy was a first year student from out of state. She had not decided on a major. As a freshman in high school, she took the initiative to create a Special Olympics-type competition for students with disabilities in the area. She also was a member of the basketball team, captain of the golf team, and a camp counselor. She has not been involved in student organizations at UVa.

Margot was double majoring in studio art and English literature. A second year student from Virginia, her parents and uncle also attended UVa. Her high school involvement included attending Governor's School, where she directed a play, and being vice president of the art club. At UVa, Margot was the captain of the science fiction club and is president-elect of one of the film organizations on Grounds.

Nina, a second year pre-med student, was from Virginia. She was captain of multiple varsity athletic teams and started a nonprofit to benefit homeless animals. She also served as an Orientation Leader for hospital volunteers. At UVa, Nina was in a sorority, where she held a chair position, and was chair for a student organization for women in medicine.

Riley was a second year sociology major from Virginia. She swam competitively since middle school and was captain of her high school team. She also volunteered as a swim coach and was selected to attend a leadership program sponsored by her school district. At UVa, she was the chair of the peer advising organization for her

school and was the vice president of an academic society. She was also the director of service for an honor society and a member of a student organization that discusses race relations in the community.

Veronica was a second year Spanish major from Virginia. She was co-captain of her high school volleyball team and sang in the choir. A piano player, she sang in a women's a cappella group at UVa and was a member of the feminist club. She is also a member of a student organization that discusses race relations in the community.

DATA COLLECTION

This study used interviews, observations, and document analysis, also known as "asking, watching, and reviewing," to answer the research questions (Merriam, 1998, p. 69). These strategies were selected because they offer varied approaches to accumulating as much information as possible in order to explore the research question.

Interviews, according to Fontana and Frey (1994), are "one of the most common and most powerful ways we use to try to understand our fellow human beings" (p. 361). They offer face-to-face interaction between participant and researcher and allow for an in-depth description of the meaning the participant applies to her world. Regarding observation, Adler and Adler (1994) state that it "consists of gathering impressions of the surrounding world through all relevant human faculties" (p. 376). This collection strategy allows the researcher to have "direct contact with the subjects" in a noninterventionist way, meaning that the researcher allows events to unfold normally in the field and records the relationships and behaviors observed

(Adler & Adler, p. 380). Finally, document analysis was selected for this study because of the wealth of documents available about the program. Merriam (1998) defines "document" as "a wide range of written, visual, and physical material relevant to the study at hand" (p. 112). She goes on to say that documents are "nonreactive and grounded in the context under study" and can help the researcher "uncover meaning, develop understanding, and discover insights relevant to the research problem" (Merriam, 1998, p. 133).

Interviews

Sixteen women from WLDP 2008 were interviewed for this study. The question protocols for the interviews were based on the researcher's Emerging Leader Model, which is derived from concepts in Bandura's (1977, 1993, 1997) theory of self-efficacy and McCormick's (1999, 2001) Social Cognitive Model of Leadership, and the assessment tool for WLDP, used to measure learning outcomes. Questions were included that asked participants to describe their risk-taking behaviors and conflict management techniques (part of enhancing personal awareness in the WLDP learning outcomes), the initiative to start a new relationship (part of demonstrating social competence), and their definition of personal passion (part of understanding the unique nature of self). Other topics included in the interview protocol centered on leadership – how participants defined it, how they learned about leadership, and whether or not they thought they were leaders. These topics stemmed from the skills-based approach of the 2008 program, which sought to further develop these skills in participants.

The initial interviews focused on building a working relationship between the researcher and the participant. Suzuki et al. (2007) described this exchange as rapport, or the sharing of common goals by participant and researcher. Rapport occurs when the participant understands the purpose of the study and agrees to participate while the researcher learns about the expectations and norms of the participant's community (Suzuki et al.). This exchange, also called a "negotiation," is a critical piece of the interview process that sets the groundwork for future encounters (Suzuki et al., p. 298). Exploring participants' self-efficacy was also interesting at this point since their self-assessment was evolving and they were making judgments about their ability to lead.

Semi-structured interviews will be used to allow "individual, open-ended responses to questions that are fairly specific" (McMillan & Schumacher, 1997, p.

Osually, specific information is desired from all the respondents, in which case there is a highly structured section to the interview. But the largest part of the interview is guided by a list of questions or issues to be explored, and neither the exact wording nor the order of the questions is determined ahead of time. This allows the researcher to respond to the situation at hand, to the emerging worldview of the respondent, and to new ideas on the topic (p. 74).

Using semi-structured interviews allowed the researcher to hear the participants' perspective on topics like leadership and self-confidence while allowing the participant to freely describe other pertinent feelings or opinions (see Appendix B for question protocol). One area in particular that participants discussed was the

presidential election, which was occurring later that year. Many of the women described Hillary Clinton as an example of a woman leader and spoke about her ability to lead others. This was an example of how the participants could speak freely outside the interview protocol, which also gave the researcher a feel for how participants viewed one of the most provocative women in the media at the time.

The second round of interviews occurred late in the spring semester, after the program had concluded. Questions for these interviews were based on the Emerging Leader Model and the WLDP program assessment in addition to what participants learned from the program and how they plan to apply that knowledge in the future. Future plans for involvement on Grounds was also explored to see what goals the participants have set for themselves (see Appendix C for question protocol).

The final interviews took place during October 2008 in order to give participants time to reflect on the program and how it may have affected them. The interview protocol was created by examining transcripts from the first two interviews as well as the list of sample codes derived from the literature in order to inform and guide the questions (for sample codes, see Appendix E). This round of interviews focused specifically on self-confidence and asked participants to define the term, rate their level of self-confidence, and determine if WLDP had affected their sense of self-confidence.

Observations

Another tool used to collect data for this study was observations. The researcher attended all of the WLDP sessions in order to observe participant interactions with each other and with the speakers, get a general sense of the group,

and "record behaviors as they occur" (Whitt, 1991, p. 411). This type of data collection created detailed descriptions of the people involved in the program as well as the place the program is held and the activities that occur there. It was a time for the researcher to apply all of her senses to the setting at hand and record and interpret what is seen for an audience. Data was collected through recording observations in a journal, which was used to write reflections and memos about what was seen in order to add another layer of analysis to the data.

Document Analysis

The final tool used for data collection was document analysis. Whitt (1991) wrote that document analysis is advantageous in qualitative research because "documents are readily available, stable, and nonintrusive sources of information; unlike human respondents, documents do not react to the process of data collection" (p. 411). Documents that were used for this purpose included past WLDP schedules, correspondence (such as the letters sent to participants), assessments (such as end-of-program evaluations), and promotional materials. These documents gave a sense of purpose and history to the program while illuminating the decision-making processes of different planning committees and advisors. In this sense, the documents almost became another participant, and it was the researcher's task to find the story located within the voluminous pages.

DATA ANALYSIS

The process of data analysis for case studies is to glean understanding about the case and the participants involved (Merriam, 1998). In order to do this properly, Yin (2003) stated that the researcher must create a database of all collected data,

including interviews, observations, and notes from document analyses. From this database, the information should be organized as it is reviewed by the researcher. This process of reviewing data, making notes about what is read and the conclusions drawn, and comparing those notes to earlier musings is what Merriam calls "having a conversation with the data" (p. 181). This constant comparison method allows the researcher to sort and interpret the data in order to theorize its meaning (Merriam).

Circularity, as described by Yeh and Inman (2007), is another important concept for data analysis. It is defined as a process that is "circular, fluid, and ongoing" which "requires examination and reexamination [of the data] on multiple levels at different points in time" (p. 384). This cyclical process requires the researcher to constantly compare data in order to find "core ideas and deeper levels of meaning" (p. 384). Consistently reevaluating the data and where it fits in the study will make recurring themes and their meanings clearer, particularly when applied to the theoretical framework.

Data were analyzed using the constant comparison method, one part of the seven-step process described by Marshall and Rossman (2006). The process began with reducing and making sense of the data by organizing transcripts, document analyses, and other collected materials pertaining to the study. Marshall and Rossman suggest chronologically listing the activities used for collecting data in a spreadsheet, with notes such as where the data were collected and the goal for that particular activity. After organizing the data, the researcher read and reread everything in order to create categories for the data. Merriam (1998) describes this stage as constant comparison, where notes and conclusions made from one interview,

observation, or document analysis are compared to another to look for recurring themes. The themes generated become categories, which can be visually represented in a matrix or spreadsheet. Once categories emerged, the remaining data can be organized accordingly.

The final steps in data analysis include generating codes from the categories, writing and journaling about the findings, and interpreting the data. Merriam (1998) says that this process, which follows the constant comparative method, allows the data to create an emerging theory which explains its meaning. This emerging theory is important to the researcher because it allowed her to compare hypothesized codes created from Bandura's theory of self-efficacy (1977, 1993, 1997) and McCormick's Social Cognitive Model of Leadership (1999, 2001, see Appendix E) to codes generated from the data. This comparison caused additional theories to emerge which revised the Emerging Leader Model, which is discussed in Chapter 4.

Three central themes emerged after the data were collected. These themes included factors from the program that affected participant self-confidence and self-efficacy; additional ways the program affected participants; and the relationship between participant self-efficacy and self-confidence. The themes became apparent through the process of data analysis, which began with interview transcription. Once the interviews were transcribed, chunks of data were pulled out of the transcriptions and assigned a code. These initial codes were derived from the literature (Bandura, 1977, 1993, 1997; McCormick, 1999, 2001) and focused on leadership experiences, leader self-confidence, and self-efficacy. There were 11 codes used at the beginning of the process, but as the transcriptions were analyzed, additional themes emerged

organically from the data. As a result, the code list was revised to fit the emerging themes. Forty-one codes were used for the remainder of the coding process in order to make sense of the data. From these codes, three themes came forth using the constant comparison method (Merriam, 1998) that captured the participant experience in the context of the research questions. Constant comparison requires the researcher to compare the data from one interview to another in order to look for common themes and ideas. After utilizing this method with approximately 79 pages of codes, the three themes that came forth guided the findings discussed in subsequent chapters.

ETHICAL CONSIDERATIONS

Researcher Bias

My proximity to WLDP makes me biased in certain ways toward the program. First, I believe it is a significant student organization on Grounds because of its history, scope, and student commitment. Second, as a feminist, I believe that a women's leadership program is beneficial to participants because of the gender-related topics and the approach to leadership. Third, as a student affairs professional, I believe in the power of the student in the "middle" – the uninvolved student who needs a slight push to find their passion. This is the purpose of student affairs – to find places for students who are uninvolved to exist and flourish in whatever way suits them.

As a researcher, it is my duty to declare these biases and to think about them as I move through the study. In subsequent sections, I describe my plans to address validity and reliability in my research. Through the usage of multiple checks and the personal recognition that these biases exist, researcher bias will be minimized as much as possible.

Validity

Internal validity issues for the study would be addressed through triangulation, or "where researchers search for convergence among multiple and different sources of information to form themes or categories in a study" (Creswell & Miller, 2000, p. 3). Triangulation was achieved in this study through the usage of multiple sources of data collection; in this case, observations, interviews, and document analysis.

The second way internal validity was addressed was through member checking, where the researcher asks for participant feedback to determine the accuracy of the account (Creswell, 2005). Member checking assured the researcher that the content of the interviews was correct as far as the participant was concerned, and if it wasn't, it was changed accordingly. Finally, two peer reviewers were used to evaluate the study, particularly concerning the major themes and conclusions drawn by the researcher. The peer reviewers chosen for this study were a student affairs practitioner, who had already earned her doctorate, and a PhD student in higher education. Both peer reviewers made comparable conclusions to the researcher regarding coding and themes that emerged from the data, as well as offered valuable insight into the coding process.

Reliability was addressed in this study through the following methods: investigator positionality, triangulation, and an audit trail (Merriam, 1998).

Investigator positionality has been clarified in this chapter as the site, sample, theoretical framework, and researcher instrumentality were described in detail.

Triangulation was reached by using multiple data collection techniques and checks for internal validity. The audit trail, a hard-copy representation of the notes, documents, and transcripts that make up the study's database, was also created as the

study progressed. This tangible representation of the study allows independent researchers to trace and understand the decision-making process behind the study (Merriam).

Limitations

There are several areas of concern inherent in this study. One issue is that of the non-generalizability inherent in qualitative studies, making studies difficult to replicate and apply to other populations. Another is subject characteristics, which is the notion that these women are different from their peers, which is why they were nominated for and are participating in the program. A third is the selectivity of the institution, which creates a specific student population different than other institutions not in its peer group. This selectivity has been previously discussed, but includes a 19 percent acceptance rate for incoming students and an average SAT score of 1325. A final concern is that the researcher served as the WLDP planning committee's advisor in the past, which could appear as a conflict of interest or as researcher bias because of her previous involvement with the program. The researcher has addressed this concern by limiting contact with the planning committee and participants outside the sample. Not wanting to taint the study by appearing to have influence over the program, the researcher distanced herself from WLDP and its students as much as possible and did not have an advisory role for the 2008 program. Additionally, the researcher left UVa in the summer of 2008 to work for another institution out of state.

Despite these limitations, this study addresses a gap in the literature about women who are not at the upper echelon of student leadership. Coverage concerning

students in emerging leader programs, and particularly those that focus on women, is non-existent. This is a major gap that this study contributes to in order to illuminate the experience of women exploring leadership. Additionally, this study determined that a leadership experience like WLDP can affect a participant's self-efficacy and self-confidence, which is discussed in later chapters.

SUMMARY

This chapter focused on the methods used for this study in order to explore the research questions. Using a qualitative design, participant voices will emerge from the study through a series of interviews with a sample taken from WLDP 2008. In order to triangulate the data, document analysis and observations will also be used. Reliability and validity were addressed through the usage of member checking and peer reviewers as well as keeping track of the data through an audit trail. The next chapter will discuss the findings of the study in greater detail and will illuminate the three themes which emerged from the process of data analysis.

CHAPTER 4

FINDINGS

The purpose of this chapter is to discuss the findings of this study, which focused on three main research questions in order to determine if there was a relationship between a women's leadership development program and participant self-confidence. The findings were derived from a series of three interviews with the sixteen participants over the course of ten months, the core of which focused on the Women's Leadership Development Program (WLDP) at the University of Virginia, which occurred from January-April 2008.

In order to explicate the findings, the chapter will be divided into several sections, beginning with WLDP itself, featuring an overview of the history of the program and its objectives as well as the sessions in the program that participants attended. The middle section explores participants' level of self-efficacy and self-confidence in relation to the program, and the final section explores additional outcomes of WLDP that the women in the sample reported.

OVERVIEW OF WLDP

Program Philosophy

The University of Virginia's Women's Leadership Development Program, or WLDP, began as a response to a student concern. The WLDP website describes the program's inception in this way:

In 1990, in the spirit of self-governance, a University of Virginia student noticed a need in the community. She realized that, as a result of sexism,

female students desiring leadership positions were treated differently from their male counterparts. In order to encourage women to rise above the challenges by developing their leadership, a new program was born... (University of Virginia, 2006, ¶1).

In 2008, the founding philosophy of the program remained at the center of the planning process. First and second year women who may not have yet found their voices at the University, but... have leadership potential (T. Huang & B. Hodge, personal communication, November 15, 2007) would be nominated to participate so that they could develop their leadership skills. Additional topics that would be addressed at the program included building self-confidence, gendered communication styles, work/life balance, and leadership opportunities at UVa (Huang & Hodge).

Nomination Process

The nomination process began with the co-chairs of the WLDP planning committee, who would solicit suggestions for participants from faculty and students. The co-chairs were WLDP alumnae who not only attended the program as a participant but also had served one year on the planning committee as a member. They led a group of approximately 15 WLDP alumnae in every aspect of planning the program, and sent out letters requesting nominations in November 2007 asking for potential participants.

The nomination process for the 2008 program involved emails to faculty listservs, personal letters to faculty, and flyers to student organization presidents asking for nominees. The letter, written by the WLDP co-chairs, asked for the names of promising leaders to take part in the 18th annual program (T. Huang & B. Hodge,

personal communication, November 15, 2007). The letter stated that the program has been designed to encourage young women who may not have considered leadership roles, but who have demonstrated potential, to consider the wide range of choices available to them at the University (Huang & Hodge). The letter continued, noting that nominators should recommend women who show a high level of commitment, as we require them to attend an opening keynote, three 3-hour leadership workshops, and a closing dinner — all held during the spring semester (Huang & Hodge). In all, 17 faculty members and seven student leaders responded with nominations for 160 women. Of those, 88 would opt to participate in the program, which would begin with a keynote address in the historic Dome Room of the Rotunda on January 30, 2008.

2008 Program Structure

The researcher attended the keynote address and all of the program sessions during the spring semester of 2008. The sessions occurred on Grounds and ranged from approximately 90 minutes in length for the keynote address and final dinner to a length of four hours per leadership workshop. The following observations are derived from the researcher's notes taken at each event.

Elizabeth "Betsy" Foote Casteen was the keynote speaker for the first session of WLDP 2008. Casteen was a city planner early in her career before working for three governors of the state of Massachusetts on issues of economic development.

She came to Charlottesville in 2003 when she married UVa's president, John T.

Casteen, III (University of Virginia, 2009). Having the wife of the President speak about her experience as a career woman was a goal of the planning committee, who

had considered having Casteen speak in the past but could not work out the logistics. In her address, Casteen discussed at length the pressure she felt to compete with her male peers at Boston University, where she earned a bachelor's and a Master's degree. She spoke about never having a woman mentor and the challenges of working without maternity leave, which she had to create on her own so that she could be home with her children. Her experiences in the working world and beyond led her to say, "Men really have it easier... [They have] someone to pull them along." Her closing advice for the participants was to "Follow your passion. Support other women – it does not help to be competitive. Be tough. Find the perfect balance."

After Casteen's speech, the WLDP planning committee addressed the crowd. Each of the 12 committee members introduced themselves to the group and said a little bit about what they got out of the program as a participant and what they hope this year's program will bring. Many of the committee members discussed the boost of self-confidence they gained as a result of the program. One woman stated, "the confidence that you gain makes the program worthwhile." Another said that the program "helped me find my voice." After the introductions were complete, the formal session adjourned to a reception, where participants and planning committee members could meet and interact with each other.

On February 9, 2008, the first of three leadership workshops took place. Each session occurred on a Saturday, beginning at 10 a.m. and lasting approximately four hours. The set up of the rooms for each session was the same, with seven participants sitting at round tables facing either a screen or a podium. Each round table of participants had a committee member present who would serve as a group leader

throughout the program. The group leader would interact with her group members outside of program sessions to answer questions and serve as a mentor. This was the first year that committee members would serve in such a role for participants.

The first speaker on that Saturday morning was Tabitha Enoch, Director of Orientation and New Student Programs at UVa. She began her session by asking the audience, "How many leaders are in the house?" Only a few hands went up, prompting her to tell the women to all raise their hands because they are all leaders. Enoch is an incredibly lively person, which was evident as she smiled broadly, gesticulated with fervor, and made jokes throughout her presentation about personality types. Enoch's interactive session featured a series of card sorts that forced the participants to make a series of selections about their personality. The women were getting up and moving from table to table as they collected cards, chatting amongst themselves and laughing as they made decisions. Getting the women to move around was probably welcome by the participants because the room was extremely cold in temperature. By the attention they paid Enoch and the spirited way they followed her instructions, it seemed to the researcher that most of the participants were enjoying the session, although Audrey's body language seemed to show otherwise. Her arms were crossed and she slumped in her chair throughout the session with her head down. Other women in the sample seemed more engaged; for example, Caroline raised her hand and asked a question about personality and how it relates to leadership.

The next session featured speakers Assistant Dean of Students Sarah Wilcox Elliott, and Assistant Director for Career Outreach Services Saskia Campbell. The

goal of the session was to help participants process the Strengths Finder inventory they had taken before arriving at the workshop. The inventory, based on the book *Now, discover your strengths* by Marcus Buckingham, helped participants identify the top five strengths that they use when completing a task or making a decision. When asked what participants wanted to get out of the session, Audrey seemed to reengage as she raised her hand and contributed to the discussion. Wilcox Elliott noted that the topic of leadership and the strengths finder instrument are like shopping for jeans—one size does not fit all and you need to find your fit. She went on to present the session in a relaxed, professional fashion, alternating with Campbell to make sure they covered the points on the PowerPoint slides while smiling and attempting to engage with the audience.

The participants listened attentively while the Strengths Finder information was covered and seemed to liven up when Campbell asked everyone to rise from their seats and go to a corner of the room based on their dominant strength. Women were giggling and walking around briskly to find their place. Several of them chatted once they found their corner, energized by fellow participants who shared their characteristics. At the end of the activity, most of the women were grouped into two strengths: Influencers and Organizers. Influencers were described as stubborn people who like to persuade others to do what they want. This group included Riley, Anne, Kristin, and Caroline. Organizers like to create a plan, handle logistics, and strategize. Arden and Audrey both identified with this group.

The second leadership workshop occurred on February 23, 2008 with three different sessions throughout the day. The first session was presented by Lauren

Germain, a PhD student from the Curry School of Education, and Karen Shaffer, Assistant Director for Programs and Outreach at Newcomb Hall, the student union at UVa. Their topic, "Engendering Leadership," discussed male versus female leadership styles as shown in the media and the stereotypes often assigned to women leaders. Snippets of the conversation that occurred between the presenters and the audience included "I don't believe leaders are masculine or feminine," a discussion of stereotypes about women leaders (i.e. only women are collaborative leaders), and a lot of talk about Hillary Clinton, most likely because of the approaching presidential election. Another part of the session focused on small table discussions about topics raised in the presentation, but most of the discussion around the researcher was about what participants were doing this weekend. Perhaps it was because of the 10:00 a.m. start, or perhaps it was the more lecture-based style of the presenters, but some of the participants seemed sleepy. There was yawning, a sense of disengagement as participants doodled or looked through their program folder, and in some cases women's faces had a slight weariness in the eyes. Additionally, not many women raised their hands to answer questions posed by the presenters. The exceptions to the rule were Anne and Caroline, who volunteered their opinions during the session.

The next session of the day, "The Changing Face of Women in Leadership," was presented by Dr. Elizabeth Powell from the Darden Graduate School of Business. Powell based her session on the book *Women in business: The changing face of women in leadership*, which she coauthored. The book examined the leadership paths and styles of 22 women who were chosen by the authors because of the leadership position they held in the areas of finance, healthcare, and architecture, to

name a few. Emergent themes from the study included the importance of mentoring, work/life balance, entrepreneurship, and confidence (Werhane, Posig, Gundry, Ofstein & Powell, 2007).

Powell's session began with a series of statistics she discovered in her research; for example, in 2006, there were only eight women CEOs listed in the Fortune 500 and there were only 87 women in Congress out of 535 seats. She went on to describe the women leaders that were interviewed for her book, projecting a picture of them on the screen and discussing their company and leadership position. Most, if not all, of the women interviewed for the book were unknown to the researcher, such as Phyllis Apelbaum of Arrow Messenger Service, Inc. and Cathy Calhoun of Weber Shandwick, a public relations firm. The participants listened to Powell's presentation quietly, and seemed to pay attention despite the occasional yawn and doodle. At one point in her presentation, Powell told the participants that they should imagine themselves in the positions of the women leaders projected on the screen, which might have been difficult considering that most of the leaders were unknowns. Toward the end of the session, Powell shared bits of advice and wisdom from the leaders she interviewed and offered them to the women assembled in the audience. Some of the quotes from the women leaders included, "I like being the boss" and "I have more self-confidence than any woman ought to have." Powell noted that all of the women she interviewed had developed a "survive and thrive" mentality over the years and that they were more comfortable saying they had influence, rather than power, over their followers.

As Powell's session ended, the participants chatted informally amongst themselves as they moved to an adjacent room to hear the final presentation of the day. The session featured Marcia Pentz of the McIntire School of Commerce, who is one of the only presenters invited to return to WLDP each year because of the enthusiastic feedback provided by participants. Pentz's session on gender and communication reminded the researcher of Tabitha Enoch's earlier session because of the excitement and energy put forth by the presenter. Pentz was in front of the room, walking back and forth and speaking in a clear voice while addressing the audience. She gestured with her hands while moving through her PowerPoint presentation, stopping occasionally to emphasize different points that she wanted the participants to understand. These particular points were actually delivered by Pentz in a quieter voice, which the participants bent forward to hear. In other areas, she used jokes and interactive activities so that the women could practice communicating in pairs and in small groups. She also discussed how participants could improve their communication style while acting out what not to do, for example, raising one's voice at the end of a sentence so that it sounds like a question. The women in the audience seemed riveted by Pentz's session – they leaned forward in their seats, laughed at her jokes, and took turns participating in the different activities. There was a lot of smiling and many women interacted with the speaker by answering the questions she posed or by asking their own questions. Pentz closed her session by emphasizing that communication is key for women leaders because "If you speak well, you will have power over others" and "The best tool in your repertoire is to listen."

Four Saturday mornings later, the final leadership workshop occurred. It featured a panel of fourth year women who served as student leaders, a life coach, and a panel of women alumnae and community members who discussed their careers. The session occurred on March 22, 2008 and began with the fourth year panel, who described the tricky balance of being a woman leader at UVa. One panelist shared that she struggled with "things like sleeping" while she was in her leadership position. Some of the questions posed by audience members included whether the fourth years worked on Grounds, and if so, where; what the differences were between male and female leadership styles; how to make contact outside of class with a professor; and what the panel's plans are after graduation. One participant asked the panel what advice they would give when students apply for a position and they don't get it. A panelist replied:

UVa is really competitive. We were all leaders in high school, [but] we have all been turned down also. Take the experience as an opportunity to practice interview skills. Try again. The average person doesn't get it on the first try... It is easy in this environment to compare yourself to everyone else — don't. Seek out an activity you don't have friends in, [which] can help curb competition. Use this environment as practice.

When the panel concluded, the participants took part in an activity at their individual tables. Planning committee members fanned out and covered several tables to help with discussion in their small groups. In their respective groups, the researcher noticed Riley and Audrey participating actively in the discussion. Audrey appeared to be leading the activity for her group, which also included Arden and Laila.

Between the panel discussions, life coach Sarah Crews gave a presentation about networking and making contacts. The presentation was a mixture of lecture and interactive activities, such as having participants stand if they had a mentor and remain standing for the number of mentors/contacts they had. Some women did not stand at all, even when Crews asked if participants had an older student that they could go to for advice or assistance. During the presentation, Laila, Riley, Arden, and Audrey shared that they had multiple contacts and people that they could go to for advice. Crews challenged the participants to find a mentor or an older student that they could go to when they needed help. Her presentation had good information, but it went 25 minutes over time.

By the time the career panel started, the body language of the participants signaled that it had been a long day. Women were a bit glassy-eyed as they tried to focus on the presentation – some were fidgeting, others were looking at their watch or the clock on the wall. The session started by each panelist giving a brief biography. They were from a variety of backgrounds and included an activist working in the nonprofit sector, a music professor, and an employee of the department of agriculture. Anne asked the panelists to describe whom they went to for advice when they were considering a major career change. The music professor answered, "Nobody; I listened to my heart. Who said you have to pick a path and stay with it for the rest of your life?" Riley shared that she has a passion for social justice but wonders how she will send her kids to college. She then asked the panel if they consider themselves successful. The panelists responded that you are a success if the work you are doing pleases you. They also said that success could be measured if you're not bored, if

you're challenged in your work, if you're making a difference, and if you feel useful.

The women on the panel were very gracious, even though they had been waiting for almost a half hour for their presentation to begin and the participants were not as engaged as they had been earlier in the day. They closed the session with some words of wisdom for the participants: "Be confident, be bold, be yourself."

WLDP concluded the 2008 program with a dinner at the Colonnade Club, which is a Pavilion located in the heart of campus. It is quintessentially UVa because it is one of the original buildings that Thomas Jefferson designed when he planned the University of Virginia. Flanking the Lawn, a large expanse of grass that stretches between the Rotunda and Old Cabell Hall, the Colonnade Club is used for special occasions like dinners and receptions. It is brick, with white columns and black shutters and sits beside student rooms as well as other Pavilions, grand homes for select faculty and administrators.

The final dinner began with a speaker who was chosen to motivate participants to seek out new leadership opportunities on Grounds. Reverend Brenda Brown-Grooms, an alumna of UVa, was chosen to inspire participants by ending the program on a high note. A favorite of past planning committees, Rev. Brown-Grooms had spoken at WLDP on several occasions but schedule conflicts had prevented her from returning in recent years. After her keynote address, dinner, and an awards presentation, WLDP was finished for another year.

PARTICIPANT SELF-EFFICACY AND SELF-CONFIDENCE

One of the guiding questions of this study was to determine if there was a relationship between self-efficacy and self-confidence. According to Bandura, self-

efficacy is defined as a person's assessment of their ability to complete a task and the belief that they will be successful (1977, 1993, 1997). In this study, self-efficacy occurs after individuals have completed the program and have learned about their unique leadership skills and abilities. As Murphy (1999) described, self-efficacy requires the individual to assess his or her ability to fulfill a leadership role. The concept of self-confidence is defined in this study as "assurance in one's own judgments, decision-making, ideas, and capabilities" (Daft, 2005, p. 50). The Emerging Leader Model (ELM), which was discussed in previous chapters of this study, was used to explore this relationship. The ELM used concepts from McCormick's model (1999, 2001) and Bandura's theory (1977, 1993, 1997) to show how a participant could progress as a student leader after attending WLDP. The ELM is shown below in Figure 4.1.

Figure 4.1 **Emerging Leader Model** Leader Self-Efficacy (assessment of abilities) Leader Leadership Self-Confidence **Experiences** (leadership task, (feeling of i.e. WLDP) achievement) Leader Motivation (Area for later research)

The Emerging Leader Model was created in order to illustrate an emerging leader's possible trajectory from leadership development program to self-efficacy and

then self-confidence. The ELM begins on the left with *leadership experiences* that affect the leader's sense of *self-efficacy*, or the leader's assessment of their ability to complete a leadership task. If the leader believes that she can successfully complete the task, she will gain a sense of *self-confidence*. Both self-efficacy and self-confidence affect the leader's *motivation* to complete future leadership tasks, which is shown in the last part of the model.

With the Emerging Leader Model as a guide, the researcher posited that if women completed WLDP, they would gain the leadership skills necessary to act as a leader in the community and would gain a sense of self-efficacy. Participants' self-confidence would also be affected because the leadership knowledge they gained from the program would assure them that they could be a leader. This self-confidence would then empower the participants to seek out new leadership opportunities in order to practice what they had learned.

Participant self-confidence levels were explored in the interview protocols, which were based on the literature as well as the analysis of assessment-related documents written over several years by the WLDP planning committee. Some of the assessment documents, such as the program's learning outcomes, were based on the Council for the Advancement of Standards' (CAS) Standards for Leadership Programs and were a key part of the protocol because of the issues that were addressed, such as enhancing personal awareness, demonstrating social competence, and understanding the nature of self (Goodell, n.d.). Other documents stated that the program aimed to help students "exhibit confidence within the parameters of their skills, talents, and experiences" (Office of the Dean of Students, 2004, p. 1). The

interview protocol pulled out some of the language from the WLDP assessment documents in order to find other ways to explore participant self-confidence.

The use of the protocols helped to understand how these women thought about leadership and whether they saw themselves as leaders. Some participants were forthright in their belief that they were leaders entering the program, and others were unsure of their ability to lead others. The leadership discussion allowed the women to gauge what they had learned about leadership over the course of the program, as well as six months later. It allowed the researcher to see if there was leadership growth in participants as well as what specific lessons had staying power after WLDP was concluded.

Leadership and Self-Efficacy

As stated previously, the women in the sample were involved in cocurricular activities in high school. These activities included, but were not limited to, participation in sports, in student government, and in a variety of interest-related clubs. Many of the women held positions in these organizations, such as president and captain. There were also a few women who had participated in leadership-related classes or camps while in high school.

When these women arrived at UVa, however, their levels of involvement changed. Some participants, like Riley, Nina, and Margot, were very involved in student activities in college. As second year students, they participated in several different organizations and held leadership roles. Conversely, women like Anne, Audrey, and Holly, all first years, were either members of a student organization or had no involvement at all before the program. Based on this involvement and the

participants' own perceptions of their leadership capability, levels of self-efficacy were estimated, as seen in Table 4.1 below. For example, Riley had a high level of self-efficacy coming into WLDP because of her student organization involvement and her belief that she is a leader, which she stated in her first interview. Holly had a low level because of her lack of involvement in student organizations, and her uncertain response when asked if she was a leader.

Participants were asked throughout the course of the interviews whether or not they thought of themselves as leaders. Thirteen of the women responded consistently that they believed they were leaders. Of these, seven were in their second year at UVa and were involved in at least two student organizations. Five of the seven were also in a leadership position in one of her student groups, such as president or chair. These women, because of their high level of involvement and their belief that they were leaders, all are considered to have high levels of self-efficacy. Six of the women with high self-efficacy were first year students, and each of them increased their involvement over the course of the program.

All of the second year women started WLDP with self-reported high levels of self-efficacy. Each of them described themselves as leaders in their first interview and saw the program as a reaffirmation of their leadership skills as the interviews progressed.

Table 4.1 Participant Involvement and Self-Efficacy

	1		Described	T		
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Pseudonym	Year	UVa Involvement Before WLDP	Leader Before WLDP	Self- Efficacy Level	Learned New Leadership Skills?	Additional Involvement After WLDP
Anne	1	Big Sister	Yes	High	Yes	Research assistant
Arden	1	Riding team member	Yes	High	Reaffirmed Skills	Senior member of the riding team
Audrey	1	Ping-pong club	Yes	High	Reaffirmed Skills	Peer mentor; Student council; RA
Caroline	1	Coed leadership program; VP of volunteer organization	No	Low	Yes	VP of volunteer organization; Cultural organization VP
Holly	1	None	No	Low	Yes	None
Julie	1	Mentee in peer mentoring program; Tutor	No	Low	Yes	Volunteer organization; Academic student organization
					Reaffirmed	Political
Kristin	1	None	Yes	High	Skills	organization
Laila	1	Cultural organization; cancer awareness organization	Yes	High	Yes	Study abroad
Lnav	1	None	Yes	Llich	Yes	Service trip; Bible study leader
Lucy Delia	2	Babysitting service	Yes	High High	Reaffirmed Skills	Babysitting service president
Heidi	2	Sorority; Dance club; Elementary school tutor	Yes	High	Reaffirmed Skills	Sorority executive board
Kelly	2	Programming board; Art event coordinator	Yes	High	Reaffirmed Skills	Alternative Spring Break
Margot	2	Captain of science fiction club; president- elect of film organization	Yes	High	Reaffirmed Skills	Film organization president
Nina	2	Sorority chair position; chair position of women in medicine organization	Yes	High	Reaffirmed Skills	Same
Riley	2	Chair of peer advising group; VP of academic society; director of service for honor society; volunteer organization; organization on race relations	Yes	High	Reaffirmed Skills	Service trip; Sorority; Days on the Lawn
Veronica	2	A cappella group; feminist club; organization on race relations	Yes	High	Reaffirmed Skills	Study abroad; Feminist club executive board

Nina responded for the majority when she said:

I think I just got more confident as far as I can be a leader. I don't want to sound conceited, but I felt like I had leadership qualities going into the program.

I just feel more confident in applying them in real life.

Some of the qualities Nina saw in herself included the ability to effectively communicate with others and to not be overbearing when in a leadership role. Heidi mentioned that she is a good listener and can bring people together. Riley saw herself as a planner and organizer who is passionate about social justice issues and improving the lives of others. Kelly noted that she can prioritize well and is good at stepping back and seeing the big picture. Veronica's leadership qualities included the "determination to make things better" and echoed a passion for each group she was involved in. Each of these women saw things in themselves that helped them to be leaders and were clear throughout the process that WLDP was more of a reassurance of their abilities rather than a revelation.

The majority of the women who self-identified as leaders were involved on Grounds before they were nominated for WLDP. Most of them were second year students that had had a year to find out what they wanted to be involved in and practice their leadership skills. These women participated in the program for a variety of reasons, such as being able to put it on her résumé (Riley), because of the positive experience a friend had in the program (Veronica), because it was exclusively for first and second year students (Kelly), and because it focused exclusively on women's leadership (Nina). A few participated simply because a

faculty member took the time to nominate them, which they considered an honor (Delia and Margot).

Of the six first year women who considered themselves to be leaders throughout the program, there was a variety of involvement both before and after WLDP. Some women were involved in organizations before the program (Arden, Laila, Anne, and Audrey), while others had not yet found their niche (Lucy and Kristin). All of these women increased their level of involvement significantly after the program ended, which, when coupled with their statements that they believe they are leaders, gave them high levels of self-efficacy.

Arden and Kristin are good examples of the first year students in the sample who had a high level of self-efficacy. Both women arrived at WLDP believing they were leaders, and the program served as an affirmation of the skills and abilities they believed they possessed. Arden was on the UVa riding team when she started WLDP, while Kristin was not involved in any student groups. A semester after the program was complete, Kristin was a member of a political organization, a volunteer organization, and was rushing a sorority. She attributed this involvement to her participation in the program, saying that it "helped me decide what I want to do after college and I realized the different groups and activities I should get involved in." Arden continued her participation on the riding team as a "senior member," leading the new members of the team around the barn and teaching them the procedures they need to know. Both women acknowledged that WLDP helped them reaffirm the leadership abilities they believed that they had. Kristin said:

I learned that my specific personality traits could shape what kind of leader I was. It wasn't that I was or was not a leader. It just showed me what I can do with what I've been given to become a leader. It taught me that.

To Arden, the program "kinda reaffirmed the fact that I can be a leader. And to utilize the things that I know I'm good at to continue doing so." In her final interview, Arden described that the lasting effect of the program went beyond teaching basic leadership skills. She revealed that the program helped her find a place in the community that she had not felt before. "It was really nice to be included [in WLDP]," she said. "I can't emphasize that enough. I was feeling a little bit left out. It affected my UVa experience because it made me a part of UVa."

Audrey entered WLDP believing in her leadership capabilities and was involved as a member of the ping-pong club. Like Arden and Kristin, she thought that the program "reaffirmed everything that I always kind of believed" about her ability to lead others. She would move through the semester with specific leadership opportunities in mind that she wanted to pursue, such as being involved in student government and serving as a resident assistant. She ended the semester having been selected as an RA, a peer mentor, and a member of the student government appropriations board. Looking back at her time with WLDP, Audrey was asked what lasting lessons she had learned, and what she thought other women could glean from the program. "I think that at the very least that what a woman can gain from WLDP is just reassurance in how she leads," she answered. "It's a good venue to just sort of bring out issues that you've never thought about and... sort of discover part of who you are if you've never done that."

Anne, Lucy, and Laila believed they were leaders from the first interview, but instead of having their leadership abilities affirmed, they learned about new qualities they possessed. Anne served as a Big Sister and wanted to be a Resident Assistant when WLDP began. Throughout the semester, Anne continued to grow, learning that "I'm someone who likes to try new things" and exploring the importance of networking. Anne noted that what she learned at WLDP had affected her involvement and had motivated her to seek out other leadership opportunities. "It just made me feel more powerful than I felt before," she said. Laila was involved in two different student organizations when WLDP started and felt that the program was preparing her to take on a larger leadership role. After the program concluded, she noted, "my characteristics are more tuned to be a leader, even though at first I didn't think so." Her perspective on what leaders do also shifted as a result of the program. "I always thought of a leader as someone who had a firm grip, someone who was ruthless in their decisions and making sure that everyone worked as efficiently as possible. And I found out that not every leader has to be like that." After the program concluded, Laila took on a leadership position in the cultural organization she was involved in as well as participated in study abroad. She described the impact of the program on her life as, "I feel like it's changed... me in different aspects both academic and extracurricular... I don't know if there is an apparent change in me, but I feel a change... I owe a lot to this program."

Lucy came to WLDP with no involvement in student organizations on Grounds, but believed that she was a leader. In each interview, when she was asked if she was a leader, Lucy responded affirmatively and then explained how she led others. She cited that she led by example, which "I feel is one of my stronger leadership roles." She also described taking initiative, delegating, and "coming up with constructive ideas to help the group" as ways that she acted as a leader. Through the program, Lucy gained additional perspective about her ability to lead and the motivation to act in the community. One particular takeaway for Lucy was the fact that there are multiple styles and approaches to leadership, and that she could lead others effectively using the style that is most comfortable for her. "I've never been the most outspoken leader or the most dynamic personality that's going to motivate the entire group," she said.

But I've also felt that I can contribute something to the group. So it helped me realize that there are certain types of leadership and specific strategies that those different leadership roles should use to most effectively lead and accomplish the goals they're trying to accomplish.

In her last interview, Lucy described the effects WLDP had on her leadership perspective. She stated that WLDP further developed her leadership skills and abilities by bringing attention to personal attributes she could utilize and apply leadership situations. "I came to realize my role as a leader," she said. "I'm going to be one that's going to lead by example, and it has to be evident that I care about something for other people to care about it." She continued, "it kind of made me realize the value of becoming all the way involved in something and having that leadership role and just the lessons you learn from that, and how it's going to prepare me for life after college."

So far, thirteen women in the sample exemplified high levels of self-efficacy.

They believed in their leadership abilities and were involved on Grounds in a myriad of different student organizations. Some of these women, mostly second years, were leading clubs before the program, continuing their work after its conclusion. Others pursued leadership opportunities after the program ended, finding that WLDP gave them the motivation they needed to get out into the community. There are, however, three women in the sample that have not yet been discussed using the lens of self-efficacy. These women are all first years and have varying levels of involvement, from none (Holly) to multiple student groups (Julie) to serving in leadership positions (Caroline). What sets these women apart is that they either do not consider themselves leaders, or they are unsure if they are leaders. Since self-efficacy is measured by the belief that a person can lead someone else, if these women do not believe they have this capability, their self-efficacy can be seen as low. This is particularly the case with Holly, who had no student organization involvement before the program, after it concluded, or during the following semester.

Holly mentioned several times that she did not consider herself a leader; rather she felt that she was "aspiring to be a leader." She appeared to have a lower level of self-efficacy because of her lack of involvement and the belief that she was not a leader, but as the program progressed, she was able to articulate the leadership abilities and skills that she gained. She remarked that the program "helped us to look and see what type of leader we are, and that's definitely not something I've ever thought about before." This newfound awareness that, given the opportunity, she could lead others was a recurring theme in each of Holly's subsequent interviews. "I think it sort of opened the door for me to know what I can do, what qualities I possess

that I can utilize in being a good leader," she explained. "I know what positive things I have in my character that I can use to better myself." Holly's story explicated the knowledge that someone could glean from WLDP, although it falls short of the program's objectives because she did not actually become involved with anything on Grounds or in the community.

Julie was a mentee for a multicultural student organization and served as a tutor when WLDP began. Chronologically, her sense of her ability to lead others fluctuated from sometimes being a leader (before WLDP) to not being a leader (immediately after WLDP) to "getting there" (the following semester). Perhaps the reason she was unsure that she was a leader was because at the beginning of WLDP, many of her answers were based on her high school leadership experience, when she managed the basketball team. She felt that she was a leader then, but when she got to college, she did not have a leadership role that was similar to what she did in high school and she started to doubt her leadership abilities. As WLDP progressed, she learned more about how to be a leader and applied that to her life at UVa, which explained the answer that she thought she was "getting there" as a leader.

When WLDP concluded, Julie was asked if she believed the program was effective. She responded that the program was redundant and that it did not present a "new, original perspective"; however, the main things she gleaned from the program included her skill as an organizer and that "I got to meet other people and see what they had to go through" as leaders. The following semester, Julie was elected to a position in an academic honor society.

Caroline was one of the most interesting participants in the sample because

although she was heavily involved in student organizations, she did not think of herself as a leader. She was asked before the program began if she was a leader, considering her involvement as the vice president of a community service organization and a participant in the coed leadership program at UVa. "I never think of myself as a leader," she answered. "I just organize people and let them do what they can and do it happily." In her second interview, Caroline was asked if her perspective on leadership had changed as a result of the program. She stated, "It influenced... my opinion that leadership is like subtle things. It has influenced me to not change overnight, but little by little." Despite this insight, however, she maintained her position that she was not a leader, because "you have to use your action to prove whether you're a leader." It was as if she did not connect her active leadership in organizations (including being a vice president in one club) with her own definition of leadership. In Caroline's final interview, she said "I'm not sure if I'm a leader or not," which could be seen as positive movement forward from her earlier interviews. Her emphasis on active leadership continued throughout the interview, when she stated:

I just think that WLDP is a great program. And to attend this kind of program is really not enough for leadership experience, because it's just knowledge, you know... it's not the real world. So, combine this with a real situation and it will be great.

Perhaps in time Caroline will be able to connect her leadership experience with the notion that she is a leader. Until then, it appears that her sense of self-efficacy is low, simply because she does not see the ability to lead as something she possesses.

Self-Confidence and WLDP

Throughout this study, the women in the sample were asked to talk about their level of self-confidence in order to explore any possible effects from the program, a major focus identified in the research questions. This entailed asking participants to define self-confidence, rate their level of self-confidence, and determine if WLDP had any affect on their self-confidence. Additionally, since the program's learning objectives sought to affect self-confidence by exploring how participants deal with conflict and how they might take risks, these elements were included in the interview protocol.

The first way that self-confidence was explored in the interviews was through the lenses of conflict management and risk-taking. Based on the WLDP program assessment documents used in this study, these questions explored the ways in which participants expressed their personal views to others, whether they would express a dissenting opinion when they don't agree with someone, how they approached conflict, how they participated in class discussions, whether they would initiate a new friendship, and what their relationship was with their professors. In addition to this approach, self-confidence was explored in subsequent interviews by asking participants for their definition of the term as well as how they would rate their self-confidence on a scale of very self-confident, somewhat self-confident, or not at all self-confident. Finally, participants were asked if their self-confidence was affected by their participation in WLDP, and if so, how it was affected.

When participants were asked how they manage conflict, responses were mixed.

Lucy, Audrey, and Anne were examples that demonstrated the spectrum of responses from the women. Some answered like Lucy: "I tend to be more passive and I avoid

conflict at all costs." Audrey's answer was indicative of a different view, which stated, "I'm very confrontational... When I have a problem with somebody I usually confront them about it and let my feelings be known and just have like a powwow and it all gets resolved." Anne's response showed her need to know more about how to effectively communicate. "I think I have a lot to learn about communication skills, just to find out the best way to find out what people feel and how to reach a good compromise." She went on: "I also think I still need to work on assertiveness, because sometimes I'm afraid of how my views will be looked upon."

Laila, Veronica, and Margot described a situational approach to conflict, meaning that the way they approach a problem depends upon the circumstances.

Margot noted that how she reacts to conflict "really depends on what we disagree upon." Laila said,

If it's about something very social and private, I probably do shy away a little bit. I kinda wait to see what happens. And I know that's not the best action to take, but I don't know, I like everything to be status quo and when something disrupts that, I honestly don't know how to react. I usually wait for the other person to say something. Or try to let it go. And that's like the worst thing.

Like Margot, Veronica's approach to conflict is dependent upon the topic of discussion. She noted that she will respond when she is being challenged about an issue that she is passionate about, such as the women's movement; however, when it is a friend that has caused a conflict, she has a difficult time expressing herself. "I have this friend who, we keep trying to get together and she keeps blowing me off," said Veronica. "It seems like... it's so easy for me to express my opinions [that] I

would just be like, 'Hey, this is really frustrating.' But with her, I don't do that."

Several participants, including Caroline and Julie, approached conflict as an opportunity for them to communicate openly about their feelings and beliefs and alleviate the problem by being proactive. Caroline said, "I will try to share my opinion, because I think if you just sit there and listen, you're kind of overwhelmed by other people. You have passive thinking." She continued, "I try to be involved as much as I can. But of course I will listen to other people very carefully." Julie noted, "I think talking it out is a way to compromise, so when there's a conflict, I like to bring it up so we can confront that issue together instead of holding it back and letting it build."

Later in the study, the majority of participants were able to give an example of how they handled a conflict since WLDP had concluded. Women like Audrey, Arden, and Riley, who were open to confronting others when necessary, continued such behavior when conflicts arose. Arden gave an example of challenging a friend "who is very aware of ethnicities and races and religions, and she often uses them jokingly"; for example, the friend called herself Cuba to reflect her ethnic heritage while calling Arden "the Jew," which described her religion. Arden noted that the nickname was funny at first, but began to grate on her when the friend would introduce her as "the Jew" instead of by her name. To rectify the situation, Arden told her friend, "It has its moments when it needs to stop... And calling me out in a joking manner is not necessarily always appropriate." She noted that her friend has become more aware of how her behavior can affect others, even if it is meant as a joke, since she has made her feelings known.

Many of the women in the sample talked about confronting a roommate's behavior when they were faced with a conflict. Kelly and Delia both described situations where they had to stretch outside their comfort zone a little in order to address the problem. Kelly initially stated that she does a lot of planning before she will confront someone because it makes her uncomfortable. In her situation, one of her roommates was causing a problem because of her sloppy behavior, causing everyone in the suite to become increasingly annoyed. Instead of ignoring the problem, Kelly confronted the roommate, letting her know that she needed to clean up after herself. She felt better after she had let the roommate know how her behavior was affecting the suite, saying, "that was kind of catching it before we all got really frustrated." Delia's example occurred when she discovered her clean laundry on the floor, wrinkled and dirty, and her roommate's clothes tumbling in the dryer instead. She noted that she was really upset by the situation, and "I usually won't say anything because I like to avoid conflict, but I said something to her... It was a step by me saying something to her." In both examples, Kelly and Delia were able to address a conflict by letting their roommates know how their inappropriate behavior was affecting them. They were able to overcome hesitation in order to advocate for themselves, something that both women struggled with before participating in WLDP.

Self-confidence was explored not only through the issue of conflict management; it was also investigated by discussing the risk-taking behaviors of participants. Specific questions asked how likely participants were to make new friends, contribute to class discussions, and approach professors outside of class, i.e.

during office hours. The majority of second years in the sample, including Delia, Heidi, Margot, Nina, and Riley, said that they were very likely to start a friendship with someone because they like meeting new people. Kelly and Veronica were the exception amongst this group, stating that they were somewhat unlikely to start a new friendship. Kelly noted that her shyness held her back from making a lot of new friends, and Veronica was unsure because she's "not overly outgoing" and enjoys being alone most of the time.

In this study, risks were described by the women in the sample in a variety of ways throughout the interview process. Some participants, like Arden, Delia, and Holly, described taking difficult classes as a risk. "I'm taking two 200-level courses on a consistent basis. Especially anthropology, I have absolutely no background in anthropology. But I jumped right in and took [it]." Others, like Kelly and Riley, saw their involvement in certain student activities as a risk. Both participants noted that attending an Alternative Spring Break trip was a risky because, as Kelly described, "I didn't know anyone going in, I didn't really know what we'd be doing, so that was a risk in the sense that you don't really know what you're getting yourself into or who the people you're going to be with are."

As the semester passed and interviews continued, participants like Anne and Lucy identified risks that they had taken in a number of areas with a variety of results. Anne applied to be a resident assistant (RA) and did not get the job. "That was a risk because my housing was questionable if I didn't get [the RA position]. My roommates or people that I would like to room with didn't want to room with me if they knew I wouldn't be a definite roommate," she said. "I went ahead for the RA

[position] and didn't get it. I was disappointed but it ended up okay because I still found a girl to be a roommate and we got the place we wanted." Lucy participated in sorority rush and had to choose between "a very comfortable place where I knew a lot of people" or a place where "I didn't really know any people and I knew it was going to send me outside my comfort level. So I ended up going with the more unfamiliar sorority in the hopes of challenging myself."

During the third interview session, Anne, Laila, and Kristin identified certain risk-taking behaviors that were a result of their involvement with WLDP. Anne was selected for a research assistant job that "probably before WLDP I would think was out of my reach... It definitely made me take risks because I didn't really see any bad things coming out of it." Laila noted that she "never really was too much of a risk taker. I like to kind of take the safe path." However, after completing the program, she studied abroad. She said that the experience "would be just like my biggest risk I've taken ever and I feel like that was due to WLDP because I thought about it and I didn't shy away from the idea of it." Kristin mentioned that the program "kind of guided my thought process and my goals. I'd say that it encouraged me to branch out. I'm having more fun and experiencing new things because the University has so much to offer and I was not taking advantage of it."

Lucy, Arden, and Audrey also approached risks differently after participating in the program. Lucy mentioned that "now I look at risks as opportunities for enrichment beyond what I would normally be comfortable with." She went on, "WLDP made me aware of the benefits of such enrichment and just more aware of

the fact that I need to, I will grow after pushing myself outside of my comfort zone."

Arden noted that her participation in the program:

Prepped me more than anything to participate in a large group discussion, because towards the end of the program I was participating in questions that were asked of the WLDP participants, and that's probably something I wouldn't have done coming from a very small private high school and middle school.

Audrey was not risk-averse when she started the program; however, she grew to become more reflective about the types of risks to take after WLDP concluded. "The program has definitely had an affect on me in terms of making me think about what it is like to be a leader. What it is, what the connotations are, and how one should act. And sometimes that means that taking a certain risk just for kicks isn't really worth it."

After exploring participants' approach to conflict management and their risk-taking behaviors, the women in the sample were asked in their final interview to define self-confidence. Anne and Delia said that self-confidence was a person's self-image, as well as whether the person was happy with where their life was going. Both women put an emphasis on happiness in their definition; for example, Delia noted that self-confidence was asking yourself, "Are you happy with the person you've become?" Holly, Laila, Lucy, Margot, Nina and Julie all talked about self-confidence as it relates to the ideas a person has as well as the actions they take to achieve their goals. "Self-confidence means that... you focus on what your ideas are, and allow yourself to... put them out there and let them be judged, and not take it

personally if they are judged harshly" was Holly's definition; Nina stated that selfconfidence is "The ability for yourself to feel comfortable in everything you want to do, and achieving the goals that you want without hesitation."

Riley, Veronica, Arden, and Audrey's definitions of self-confidence stated that a person has to believe in herself and be assured that the decisions she makes are right for her. "I think self-confidence is just the belief that what you're doing makes sense without questioning it... and without having to refer to everyone else's opinion," said Veronica. Riley noted that "having faith that what you're doing... is right for you" was her definition, while Audrey stated that "self-confidence is just, being sure of yourself... not being afraid of what people will think of you in certain situations."

Caroline, Kristin, Heidi, and Kelly noted that self-confidence comes from a sense of being comfortable with yourself. To Kristin, self-confidence meant "not being afraid of who you are... And, feeling good about yourself." Caroline noted, "You have to know yourself. What is your strength? What is your weakness?" Each of these women stated that confidence comes from looking within and realizing that you have unique talents and gifts to bring to a situation. Heidi described this as "believing that you're important, and that you have something to offer other people."

After participants defined self-confidence, they were asked to rate their level of self-confidence as very self-confident, somewhat self-confident, or not at all self-confident based on their definition. Among the second years in the sample, the majority felt somewhat self-confident, with only Heidi feeling very self-confident because she feels "sort of useful to the groups that I'm in." Nina was an outlier in this group because she answered that she was "self-confident, but not very self-

confident... because I have new obstacles that I have just started to face and it's just something new."

Many of the second year women who replied that they were somewhat self-confident explained that they felt confident in some areas of their life, but not all of them. For example, Delia noted that she was somewhat self-confident "not in the aspect of my leadership role in the babysitting organization, but more in my role as a student." Kelly answered somewhat self-confident because she is "still trying to figure out... how to speak up and things like that." Riley said she was somewhat self-confident, and added, "I'd qualify that with saying last year I was not very self-confident at all and it's on an upward trend." Margot noted that her sense of self-confidence fluctuates based on the situations she's in, but that "as things have gone on, I've felt more confident."

The first year women in the sample reported higher levels of self-confidence than the second years, with Audrey, Anne, and Kristin saying they felt very self-confident; Arden and Lucy as somewhat to very self-confident; and Laila, Julie, Holly, and Caroline as somewhat self-confident. According to Audrey, becoming very self-confident "has been a journey, in terms of my opening up to other people... becoming more assertive." Anne described herself as very self-confident "because I have less going on, and so I feel I can devote more time and effort into making sure I feel good about different aspects of my life." Kristin attributed her high sense of self-confidence to her sorority. "They really accept me," she said. "I was still kind of looking for my niche, I guess. And now that I've found it, I feel really good about myself and what's to come."

Lucy and Arden both answered that their self-confidence was between somewhat and very, depending on the circumstances. "If it's a group I'm familiar with and I feel like I can be myself, then I'll be very self-confident, and not hold back anything at all" said Lucy. "But if it's a group I'm more unfamiliar with, then I am more inclined to... hold back a little bit and kind of test the waters before I just let myself open up to being who I am." Arden noted that her variance in self-confidence is dependent upon how she is handling a situation. "There's certainly moments when I doubt myself," she said. "But by far, the number of times where I don't [doubt myself] outnumber the number of times that I do."

Caroline, Julie, Holly, and Laila all felt that they were somewhat self-confident based on their definitions of the term. Julie answered somewhat confident "because I am still trying to build up my confidence in many areas." Laila noted, "I don't feel like I'm extremely confident... but I'm at a good point. Maybe it could improve just a notch or two. But all in all, I'm pretty content with what's going on." Holly and Caroline gave classroom examples to explicate their levels of self-confidence. "If I'm in a class situation, surrounded by people who are very, very smart and sort of dominate the class," Holly explained,

Then I don't really feel like I have a good idea. I don't always have that oomph to tell the class or tell the teacher or bring it out. But if I'm in a smaller group of people... maybe a one-on-one or just a few people, then usually I have plenty of self-confidence to just let it out and tell people what my ideas are.

Caroline grew up in Asia and found it hard to be confident speaking up in the classroom. "It is not easy to get involved with all of the American students," she

said. She has tried to offer her thoughts and ideas on occasion, but it is still challenging for her. She explained, "Sometimes you see everyone talking about something that you don't quite understand. So, although you have this idea, you can't bring it up confidently because you don't know whether it's right in this kind of circumstance."

The final question relating to self-confidence asked participants if they felt their self-confidence had been affected by taking part in WLDP. Delia and Nina, both from the second year group, answered that the program had affected their confidence. Delia attributed her nomination for the program by her professor as having a major effect. "I think the fact that I was chosen to do WLDP by my professor gave me a lot of self-confidence in itself," she said. "That they actually cared enough to pick me out of the others. And some of the things that we were taught at WLDP definitely stuck in my head and... boosted my self-confidence." Nina answered that her confidence had been affected "just because I know there are other women out there and I have met them and other girls as well who display leadership as a woman and that's really important to me."

Second years Kelly, Riley, and Heidi answered that the program had affected their self-confidence in a small way. Kelly, like Delia, touched upon receiving the nomination as significant to affecting her confidence. "I think being nominated for it, I was a bit surprised," she noted. "And then participating, I realized that I wasn't as shy as I thought I would be. Just in conversations during the program. So I think it improved it a little bit." Heidi's answer to the question was a bit more ambiguous, saying, "I think in a way it may have." She went on:

Just reinforcing that women are emerging as leaders in the real world and in businesses and stuff. That was really cool... knowing that people are starting to think that women are able to do the same things, sort of puts us on an even footing. I think just knowing that makes it easier to voice my opinion and I feel like it's worth something.

Riley noted that the program's affect on her self-confidence was minimal, saying, "when I was at the WLDP sessions, it might have raised it a little bit because of some of the stuff we were talking or learning about I felt I already knew."

Margot and Veronica did not feel that the program affected their confidence. In Veronica's case, it may have been hard for her to judge the effect of the program as a whole because she was dismissed from the program after missing a session. To answer the question, she described being involved with an a cappella group on campus which boosted her confidence because it took her multiple tries before she was accepted as a member. She believed her perseverance helped her to feel more confident in herself. Margot, who completed the program, answered that her confidence was not affected because "I think my self-confidence has basically been pretty much set since I graduated from high school and it fluctuates every so often." She pointed out that being involved in leadership situations "raised it more than actually being in WLDP, but then you could ask... did the techniques you learned at WLDP affect that, and I'm not sure if I could answer that right now." Perhaps assessing the skill-building techniques taught at WLDP and how they affect self-confidence could be an area for further research.

In the first year class, Anne, Audrey, Kristin, Lucy, Laila, and Caroline all felt

that the program affected their self-confidence. "It made me feel more powerful than I felt before," said Anne. Lucy stated that WLDP helped her to understand more about herself and her actions as a leader. "When you're more aware of how you work and [how] you relate to others, you can have more self-confidence in knowing that I'm doing what I kind of was designed to do," she said. Kristin answered that the program "showed me that I can be an effective leader. It made me have more faith in my abilities. So, since I said self-confidence is having faith in yourself, then yes, it did affect it." Audrey, Caroline, and Laila all noted that they were more self-aware as a result of the program, which raised their self-confidence. "I feel like I'm ready for the challenges ahead of me," explained Laila.

Arden, Holly, and Julie did not feel that WLDP had affected their sense of self-confidence. Julie pointed out that her confidence was something she was still trying to build even after the program, so she didn't think she had been affected in any significant way. Arden said that she had a good sense of her self-confidence entering the program, and that this did not change; however, "maybe what it did was just preserve... my own self-image." Holly noted that "my overall self-confidence, I wouldn't say has been uplifted a great deal." Like Arden, Holly did glean something from the program, even if it was not directly related to confidence. "I think it gave me a sense of... what my strengths are," she said.

Eleven of the 16 participants in the study reported that their self-confidence had been affected by WLDP in some way. Six of the women were first year students and would find at least one, and in some cases, multiple, opportunities for involvement after WLDP. The five students who were second years either maintained the

leadership roles they had before the program, sought out new opportunities, or both.

The five remaining participants who did not see an effect on their self-confidence from WLDP had mixed results for involvement after the program.

Veronica and Julie increased their involvement on Grounds by participating in a variety of activities, including study abroad and an academic student organization.

Margot and Arden maintained their earlier involvement, both taking on a leadership role. Holly was the only participant who did not pursue any involvement-related opportunities after the program ended. She noted that she was still trying to manage her time and complete her academic work, which did not allow a lot of extra time to get involved. Perhaps in her remaining time at UVa, she will be able to allocate some time in her schedule for other opportunities outside the classroom environment.

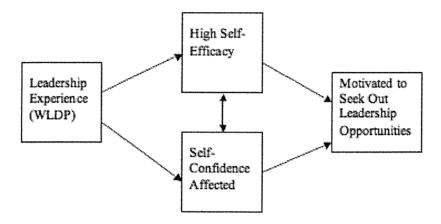
Connections Between Self-Confidence and Self-Efficacy

Conducting this study illuminated the connections between self-confidence and self-efficacy inherent in the Emerging Leader Model (ELM) and corrected inaccuracies in the theory initially developed by the researcher. As stated in Chapter 2, the ELM developed from bundling Bandura's theory of self-efficacy (1977, 1993, 1997) with McCormick's Social Cognitive Model of Leadership (1999, 2001). The ELM illustrated the path that an emerging leader would take after they participated in a leadership experience. The model showed arrows moving the leader from the leadership experience to self-efficacy and then self-confidence, eventually motivating them to search out new leadership opportunities. Through this study, it seemed that the cyclical nature of the ELM and the one-size-fits-all approach to leadership development did not properly suit the many facets of the women in the sample, who

came into the program and left it at different levels of involvement on Grounds and in the community. A shift in the model would need to be made to accommodate the complexities inherent in the sample.

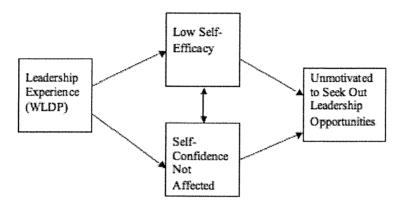
What if self-efficacy and self-confidence were not sequential paths to leadership, as the ELM predicted, but rather parallel outcomes of the experience? Audrey and Holly, both first year women, offer helpful examples to illustrate this point. Audrey was found to have a high level of self-efficacy. She reported believing she was a leader and was involved in the ping-pong club before WLDP began. Audrey said that being involved in the program reaffirmed that she was a leader and also gave her more self-confidence as a result of her participation. In this case, the program confirmed Audrey's high sense of self-efficacy by allowing her to recognize the leadership abilities she possessed, giving her self-confidence a boost. This combination of self-confidence and self-efficacy led her to involvement in three new organizations after WLDP ended. She did not experience the cyclical course from self-efficacy to self-confidence inherent in the original ELM; rather, Audrey experienced both a high sense of self-efficacy and a boost of self-confidence at the same time, which propelled her to seek out new leadership opportunities after WLDP was over. Further, since self-confidence is a general sense of "assurance in one's own judgments, decision-making, ideas, and capabilities" (Daft, 2005, p. 50), the boost of confidence that Audrey received from the program informed her sense of self-efficacy by making her feel more confident in her ability to lead others. For Audrey, the revised ELM might have looked like Figure 4.2 below.

Figure 4.2
Audrey's Emerging Leader Model



Holly had a different experience than Audrey both before and after she completed WLDP. She was not involved in any student organizations before the program began, and did not consider herself a leader. Both of these elements gave her a low sense of self-efficacy. Although she said that she learned about the strengths and weaknesses she could use in leadership situations as a result of the program, she didn't seem to garner any other outcomes as a result of her participation. She stated that her self-confidence was not affected by WLDP, and described herself as somewhat self-confident six months after the program ended, citing her shyness as the main problem holding her back from getting involved in student organizations. All in all, Holly felt that WLDP "was a positive thing for me to participate in... but I wouldn't say that you know, it had a great effect on my experience." So for her, the ELM model might look like Figure 4.3 below.

Figure 4.3
Holly's Emerging Leader Model



By examining self-confidence and self-efficacy throughout the study, the connections between these two concepts are evident. Self-confidence is the more general of the two, giving participants a sense of how they feel about themselves and the choices they make in their life. Self-efficacy combines leadership in action through involvement in activities as well as the individual's belief that they are a leader. This concept relies on self-confidence, because a general feeling of competence and belief in one's abilities affects whether or not the individual believes that they can lead others. The relationship between self-confidence and self-efficacy is shown in both Audrey's and Holly's Emerging Leader Models as a double arrow because of the link between the two concepts. When WLDP gives participants a boost to their confidence, they realize that they can lead others and their self-efficacy level is raised. When participants have a high sense of self-efficacy, they are confident in their leadership abilities. These concepts have a symbiotic relationship, allowing participants to seek out new leadership opportunities when confidence and efficacy levels are elevated and discouraging participants from seeking those

opportunities when they are low. Perhaps focusing on the efficacy and confidence levels of participants as they enter the program could help the planning committee tailor WLDP to these different tracks so that participants with low self-efficacy can find the confidence boost they need in order to pursue leadership opportunities when the program is over.

ADDITIONAL OUTCOMES OF THE PROGRAM

The participants of this study shared their experience with the researcher in order to explore the concepts of self-efficacy and self-confidence in relation to their participation in WLDP. Besides illuminating these topics, several other outcomes were identified by participants as a result of attending the program. The most prevalent outcomes included peer-to-peer effects, participant self-discovery, and new perspectives on women's leadership, which will be discussed in this section.

Peer-to-Peer Effects

Eight of the sixteen participants in the sample mentioned that the other women they met during the course of WLDP positively affected their experience. "It's really interesting that it's a group of just women," said Delia. "You're around women who... somehow possess leadership capabilities or want to better their capabilities. It's nice being around them." Nina noted that a benefit of the program was to meet other young women leaders. She said, "I know there are other women out there, and I have met them and other girls as well who display leadership as a woman and that's really important to me." In a similar vein, Caroline mentioned that the program "has introduced me to some great women." Anne said that the women in the program

positively affected her because she was able to "be with my own peers, who are people that I admire and who I see in my classes and I notice how they're acting."

Audrey noted that participating in the program gave her a support group to use in the future if she is ever faced with difficult situations as a woman leader. For her, "just to know there's other people out there in case something like that does happen to me" was a comforting thought. Margot noted that the caliber of her WLDP peers was something that positively affected her experience when she said, "it was really interesting to be with such a large group of women who were really expressing the importance of leadership and a lot of really driven people. I enjoyed that." She added, "I really liked that the University acknowledges that there are so many potential women leaders out there. Like, women who are just doing amazing things." Arden's fellow participants also had a positive impact on her experience in the program. She said:

I think it's really great to sit down with a bunch of women that are around my same age group and realize they they're starting all these new things in the community. I remember one girl talking about the organization that she recently started to get high schoolers more situated here in school. And it's really neat to be a part of that, to know that there's something in common with each of us and to think that I'm just as capable as she is, as the next person is, of doing the same thing. It's always great to be around people that you know are making a difference.

In her second interview, Holly discussed the impact of her peers on her experience with the program. "The biggest thing for me with WLDP was meeting the girls that

were involved," she said. "I have the best things to say about every one of them."

She continued:

Every single girl I met I felt like I connected with and I felt like we were sort of on the same page and could have a really easy conversation about, you know, things other than the typical materialistic kind of thing. Which is really nice. I'm not used to that. The program was definitely informative and it was very insightful but I really feel that the best part was the people who participated along with me.

Holly was the only participant in the sample who was not involved in a student organization either prior to or after the program. Perhaps WLDP's contribution to her experience was not serving as a springboard to leadership on campus; maybe it was simply connecting her with women who had similar interests and goals, which is also a notable effect.

Participant Self-Discovery

An additional outcome of the program was the self-discovery that some participants experienced. Lucy mentioned this in an interview when she said, "I was anticipating [WLDP] to be kind of their trying to instill qualities in us, but it was very much more discovering things about myself and figuring out how to apply them. Which I liked." Holly discovered the kind of leader she could be after the first session of the program. She said that the session "sort of helped us to look and see what type of leader we are, and that's definitely not something I've ever thought about before... It has definitely changed my view." Kristin shared that the program "showed me things about myself that I didn't know and/or was trying to hide." Kelly also learned

new and unexpected things about herself:

I've always thought of myself as a very shy person, very quiet, and I think it helped me realize that maybe I'm not as shy and quiet as maybe I used to be or thought I was. I am able to contribute to discussions and be the first one to talk to a new person.

Discovering the new leadership traits that she possessed was a moment of self-discovery for Laila, who learned about them from a member of the planning committee. The planning committee member also served as Laila's small group leader, and mentioned that Laila had the ability to motivate followers effectively based on the results of the Strengths Finder assessment taken in the first session.

"Wow," she said, "that's actually a very good leadership trait. I had no idea I had it."

Before participating in WLDP, Margot and Anne were skeptical about the value of networking in the realm of student leadership. In an interview, Margot described herself as "not a big fan of networking," but after taking part in sessions on the topic, her outlook changed. "We had to do a couple of games that really involved [networking]," she said, "and I found that I really had no problem with that. And I was able to do it and succeed at it. So that was something I learned I could do." Anne was also affected by the emphasis on networking. "It was something in my mind I had always looked down upon just because you know, it's my life, I should make my own way and not depend on other people," she said. "But in the real world, that's going to get you in a position that's good to start off and it's not something to be looked down upon. And so I guess just opening myself up to that strategy was something new."

New Perspectives on Women's Leadership

The focus on women's leadership in the program resulted in sessions and discussions from student leaders, professors, community members, and UVa alumnae about how women lead and possible roadblocks to success. The effect of this emphasis on participants brought forth both new and renewed perspectives about women's leadership as well as reflection on their role as leaders in the community. After completing the program, Heidi noted:

I guess I always thought that men viewed us differently, but I thought maybe that was a stereotype. But then, hearing from all those women, it really is the case, which is kind of unfortunate, I guess. It was nice to hear them say that you could have your own style and that people would still respect you, for the most part.

Arden said that her perception about women leaders was "strengthened a little bit simply because WLDP made it very clear that women were leaders and there's no reason that men should be the only ones viewed as leaders." In her third interview, Kristin shared:

I didn't really think about all of the different perceptions that women receive from others. I kind of thought, just because I'm a woman doesn't mean anything, I can still do everything a guy can, but the way we have to do it actually is different. So I see that now.

Nina answered that the program was "a good addition to my knowledge of... how to become more prepared in the real world as a woman." She continued, "not only in the business aspect, but on the personal level as a female, and just coping with situations that you would deal with just because you are a female and not a male."

Lucy mentioned that the program made the issue of women's leadership "more real...

To see and hear about specific examples, because there's this overarching theme of women aren't treated equally in the workplace. But it really manifested itself in some of the presentations." She went on, saying the program "also taught me... expectations, [like] where am I gonna run into roadblocks?"

Veronica was hopeful about the future of women's leadership at UVa because of the women she met at WLDP. She stated:

I thought, maybe, maybe it's just going to be a generation, like one more generation, until women are finally integrated as leaders. But I really think that, especially here, maybe that's changed too – maybe I used to think that more men were leaders here. I mean, right now I don't see that. I view women as really being really ambitious and really driven and focused.

Enlightening participants about women leaders locally and globally is a goal of the program. Hearing women in the sample say that their perspective had changed in some way will hopefully challenge them to take on some of the leadership roles available in their community.

SUMMARY

This section discussed the findings that emerged from this study. The concepts of self-efficacy and self-confidence, which were highlighted in the research questions, were discussed as they related to the participants' experiences in the program. Additional outcomes of the program that participants had identified in the study were also discussed, including peer-to-peer effects, participant self-discovery, and new perspectives about women's leadership. The next section will summarize

the previous chapters and will discuss the conclusions made by the researcher, the limitations of the study, and implications for practice.

CHAPTER 5

CONCLUSION

The purpose of this study was to examine whether a women's leadership program affected participant self-confidence. The case study method was used in order to focus the research specifically on one program at one institution, the Women's Leadership Development Program (WLDP) at the University of Virginia. The clear boundaries inherent in the case study approach made this methodology ideal.

The theoretical framework applied to this case study was based on Bandura's self-efficacy theory (1977, 1993, 1997) and McCormick's Social Cognitive Model of Leadership (1999, 2001). These theories were used in order to explore the relationship between WLDP and participant self-confidence as well as self-confidence and self-efficacy. Over a ten-month period, the following questions guided the study and allowed the researcher to explore the unique experiences of 16 participants present in the sample:

- 1. How does participation in the University of Virginia's Women's

 Leadership Development Program affect participant selfconfidence?
- 2. How does self-efficacy promote self-confidence in WLDP participants?

The exploration of these questions through the lens of the theoretical framework allowed the researcher to make conclusions about the effects of the program on

participant self-confidence as well as the relationship between self-efficacy and self-confidence in participants.

This chapter is designed to discuss the conclusions made by the researcher and draw connections between the findings and prior literature. Implications for practice will also be discussed. The chapter will conclude with recommendations for further research.

DISCUSSION

WLDP and Participant Self-Confidence

The first research question in this study was used to explore whether WLDP affected participant self-confidence. Three interviews focusing on self-confidence and self-efficacy occurred over the course of ten months in order to explore possible effects on participant confidence as a result of the program. The interviews occurred immediately before the program started, after it concluded, and during the following semester in order to give participants the opportunity to truly reflect on and process their WLDP experience. Questions were asked based on the literature as well as the learning outcomes of the program in order to find a myriad of ways to explore self-confidence and self-efficacy. To that end, some of the questions were based on participant involvement in student organizations before and after WLDP, participant approaches to conflict and risk taking, and participant definitions and ratings of their self-confidence in relation to WLDP.

The researcher for this study built on the literature discussed in Chapter Two in order to explore the experience of women who were emerging student leaders as they progressed through a women's leadership program. Since the literature stated that women student leaders gained self-confidence from their leadership experience, the

researcher sought to explore whether emerging leaders without leadership experience could gain self-confidence as a result of their involvement in WLDP.

Of the women who participated in the study, 11 reported a change in their selfconfidence level that they attributed to their involvement in WLDP. First years Laila, Kristin, and Lucy were examples illustrating this change as each shared that participating in the program positively affected their self-confidence. Kristin noted that the program affected her confidence because "it just made me have more faith in my abilities." Lucy stated that she has more self-confidence because she discovered "I'm doing what I kind of was designed to do." Laila said that her "self-confidence has gone up because I just feel like I'm ready for the challenges ahead of me." The change in self-confidence that these women and other first years experienced is attributed to the fact that they had not engaged in college-level student leadership experiences before the program. Their participation in WLDP therefore gave them the confidence that they would need to seek out these leadership experiences, whether it was by discovering new leadership skills, creating a supportive network of other women interested in leadership, or providing the opportunity for them to learn more about their individual strengths. In the end, WLDP served as a motivator to help these women become leaders on Grounds and in the community.

Riley, Heidi, and Kelly were examples of the second year participants who noted that their self-confidence had changed as a result of the program, even if it was slight. These women had come into the program believing they were leaders and acted their leadership out in student organizations, so their self-confidence was not affected as much as it was for their first year peers. This was evident because of

answers like Riley's, who said WLDP affected her confidence, but "not in a huge way". Kelly noted that her self-confidence was improved "a little bit" because of the program, and Heidi said her self-confidence was affected "in a way". The experience of the second year women supports the research of Astin and Kent (1983), who noted that college women who were involved as student leaders reported higher self-confidence as a result of this involvement. Riley, Kelly, and Heidi already had increased self-confidence entering the program because of their leadership activities, which is why their self-confidence only increased somewhat after participating in WLDP.

The experience of the second year women described above shows the difference in self-confidence levels for established student leaders on Grounds and the first year women who were looking for leadership opportunities. The program affected women from both groups; however, the first years reported more significant change. Laila, Kristin, Lucy, and their first year peers were chosen to participate in the program because of the leadership potential they possessed. These women fit the emerging leader persona that was a focus of the researcher in this study; however, the number of women who were in the sample that were already leaders is somewhat troubling. If one of WLDP's objectives is to affect self-confidence in emerging leaders, it must seek out women who are not already involved in leadership positions to participate in the program. Because each of the second year women was involved in a student organization prior to WLDP, it is not surprising that the program reaffirmed the leadership skills they thought they possessed. What was remarkable was that the majority of these women were able to increase their self-confidence as a result of the

program, because if, as Romano (1996) found, student leadership roles gave women more self-confidence, then the second years should have already been confident when they entered the program.

The reasoning behind exploring participant self-confidence in the context of a women's leadership development program was explored in Chapter Two. Highlights of this research included the work of Whitt (1994), Kezar and Moriarty (2000), Sax, Astin, Korn, and Mahoney, (2001), and Keup and Stolzenberg (2004), all of whom focused on women's self-confidence in college. Their research concluded that undergraduate women tended to rate themselves lower than men when asked about their social and intellectual self-confidence. This study explored if a women's leadership development program could affect the self-confidence of participants in order to address the low confidence ratings reported by the literature. Through participant self-report, WLDP was found to affect the self-confidence of 69 percent of participants and increased the leadership skills and abilities of 37 percent of participants. The next section will address findings regarding self-efficacy as stated in the second research question.

Self-Efficacy and the Connection to Self-Confidence

Exploring whether self-efficacy promoted self-confidence in WLDP participants was the second research question in this study. Since self-efficacy was used in both Bandura's theory (1977, 1993, 1997) and McCormick's model (1999, 2001) to illustrate how a leader views her ability to complete a leadership-related task, these theories became a central part of the study in order to determine if participation in the program affected leader self-confidence. Both theories bridged

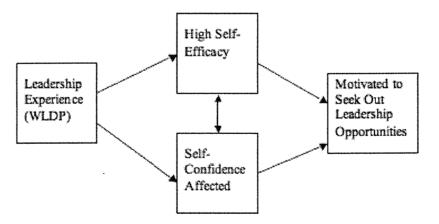
the gap between self-efficacy and self-confidence by stating that they are dependent on each other in order for a leader to be successful. Bandura's theory of self-efficacy illustrated the relationship by stating that when leadership tasks arise that the leader should complete, the leader assesses their ability to complete the task based on previous experience. If the experience has been positive, the leader will feel confident and will believe they can complete the task. This is considered high self-efficacy. McCormick explained the relationship between self-confidence and self-efficacy in his Social Cognitive Model of Leadership, where he stated that leaders who are confident in their ability to lead others will set higher goals and will use their skills more effectively than those without such confidence.

This study used the work of Bandura (1977, 1993, 1997) and McCormick (1999, 2001) to build the Emerging Leader Model, which guided the researcher throughout the data collection process. The model showed a cyclical path for an emerging leader to follow, which started at the leadership experience (in this case, WLDP) and proceeded to participant self-efficacy. The next step in the model was participant self-confidence, a result of the emerging leader's belief that she could lead others. The final step showed the emerging leader being more motivated to seek out leadership opportunities because of her self-confidence, beginning the cycle again. The model was clear that these were steps that built on each other, creating a path that an emerging leader could follow throughout her development.

As the study progressed, it was evident that self-efficacy and self-confidence were related; however, the findings from this study were different from what the Emerging Leader Model illustrated. The model had explained the emerging leader's

path as cyclical, depending on a number of progressive steps that moved the leader through self-confidence and self-efficacy after participating in a leadership experience. The examples of Audrey and Holly shared in Chapter Four explained that self-confidence and self-efficacy were both outcomes of the WLDP experience and that the concepts affected each other; however, the process was more fluid and dependent on the participant than the one-size-fits-all approach of the Emerging Leader Model. Audrey's experience after WLDP led her to seek out leadership experiences after the program ended while Holly did not pursue any student organization involvement afterward. Their varied experiences showed that a more flexible model was needed in order to better illustrate the relationship between the leadership experience, self-efficacy, and self-confidence. The revised model that emerged from the study and shows this relationship is shown in Figure 5.1 below. This is based on Audrey's experience with the program.

Figure 5.1
Revised Emerging Leader Model



Audrey's example elucidates the experience of a woman with high selfefficacy, as seen in Figure 5.1. By listening to the voices of the participants over time, the researcher learned that Audrey was not alone and that many of the women entered the study with a high sense of self-efficacy. This was evident because many of the women were already involved in student organizations on Grounds, and 13 of them believed they were leaders before the program even began.

Unlike the majority of the sample, Holly, Caroline, and Julie had a low sense of self-efficacy before WLDP started. These women did not see themselves as leaders and were not involved in leadership positions on Grounds. When asked if they thought they were leaders after the program concluded, Julie and Caroline said no and Holly wasn't sure, although all three reported that they learned new leadership skills from WLDP. Regarding self-confidence, all three considered themselves somewhat self-confident, though only Caroline reported an affect on her self-confidence because of the program. In the end, each woman learned something about leadership from WLDP, and Julie and Caroline would use that knowledge to seek out new leadership opportunities. Holly did not join any student organizations or seek out new leadership opportunities after WLDP, the only woman to do so in the entire sample. In conclusion, participant self-efficacy was not affected by WLDP, because those with low self-efficacy did not consider themselves leaders after the program ended. Perhaps the program served as more of a motivator for these women because of what they learned, and increased experience in leadership positions would convince them of their ability to lead.

For the second year women in the sample with high self-efficacy, the reaffirmation of the leadership skills they possessed could be the reason for their increased self-confidence. The leadership opportunities that the women already experienced caused them to believe that they were leaders, just as Bandura (1977,

1993, 1997) had found in his research. By reaffirming their leadership abilities through the program, the women continued to believe they were leaders, sustaining their high sense of self-efficacy. They also gained confidence through the experience, even if it was only a small amount, and the combination of confidence and efficacy propelled all seven women to seek out new leadership opportunities after WLDP concluded.

Sixty-six percent of the first year women with high self-efficacy reported gaining new knowledge of their leadership skills as a result of the program, which in turn affected their self-confidence. Laila and Lucy both reported learning about new leadership abilities throughout the program, which built on their self-efficacy to increase their self-confidence. Kristin was one of the few first year women in the minority because she reaffirmed her leadership abilities through the program. She received an increase in her self-confidence because of this reaffirmation, noting that she had more faith in her ability to lead others because of what she learned about herself during the program.

The case study method was used to explore the relationship between self-efficacy and self-confidence in program participants. The findings of this study built on the literature to illustrate the relationship between self-confidence, self-efficacy, and leadership experiences, concluding that a one-size-fits-all approach to leadership evident in the Emerging Leader Model does not accurately explain the nuances inherent in one's leadership journey. This study also elucidated the unique experiences and learning outcomes of college women who participated in a women's leadership development program. It connected the existing literature on self-

confidence and self-efficacy with the program's outcomes, concluding that in this case, participants' self-confidence was affected by their participation in WLDP. The connections made in this study are another layer that contributes to the literature, joining disparate areas of research on self-confidence, self-efficacy, and women's leadership development to explore a particular case study through the voices of the participants and the telling of their stories. The next section will address additional themes that emerged from the research.

Additional Themes

The women in the sample identified additional effects on their experience that they attributed to WLDP, including learning from their peers, making discoveries about themselves and their abilities, and developing new perspectives on women's leadership. Each of these outcomes was significant to the study because of the way they affected multiple participants and surfaced in a number of interviews.

In her 1995 work, Rosener created the term interactive leadership to describe an approach to leading that was favored by women. Interactive leadership encouraged active participation, the sharing of information and power, enhancing others' self-worth, and getting others excited about their work. The peer learning and sharing that participants identified as significant to their experience in WLDP could be seen as part of this interactive leadership style. By listening to each other, sharing information, and creating networks, the participants were inspiring one another while modeling a more collaborative style of leadership.

Boatwright and Egidio (2003) also identified connectedness through peer relationships as a motivating factor for women seeking to be involved in leadership

activities. In her third interview, Margot explained that the peer effects of the program were a significant part of her experience with WLDP. She noted, "there are really strong women out there" and that women who take part in WLDP in the future "can meet peers who have the same wants and leadership desires that they do…

That's comforting to see other girls with your same drive."

Self-discovery was another key outcome for participants. Through the course of the program, many of the first year women learned new things about themselves and their ability to lead others. Cress, Astin, Zimmerman-Oster, and Burkhardt (2001) had explored the developmental outcomes of students in leadership programs to see what notable gains may have been made. Like some of the women in the sample, the participants in Cress et al.'s study recognized a marked change in their understanding of self, sense of personal ethics, and ability to make decisions after attending a leadership development program. Lucy described the effects of the program on her experience as "it wasn't about changing who you are, it's about finding out who you are... The program really highlighted attributes that I see in myself and then taught me how to use them."

Many women gained new insight on women's leadership as a result of the program. As Arden said, "WLDP made it very clear that women were leaders and that there's no reason that men should be the only ones viewed as leaders." Others noted that the women leaders who came to speak at the program impressed them and that they learned a lot from their experience. "I feel like [WLDP] opened my eyes to more women leaders that I was not aware about," said Delia.

CONCLUSIONS

There are three conclusions that can be drawn from this study. First, WLDP affected participant self-confidence by varying degrees for a majority of women in the sample. Second, first year women experienced more leadership-related change as a result of their participation than their second year peers. Third, the program is not reaching emerging leaders exclusively because of the high rate of involvement that many of the women in the sample possessed upon entering the program. Student involvement, self-efficacy, and self-confidence in relation to the program are depicted in Figure 5.2 below.

Figure 5.2
Key Findings of the Study

	College Involvement Before WLDP	Self-Efficacy Rating Upon Entering WLDP	Results of WLDP Participation	College Involvement After WLDP
High	Lot of Involvement	Higher self- efficacy; believe they are leaders	Reaffirmation of leadership abilities; little to no change to self- confidence	Pursue involvement goals already set
Medium	Some Involvement	Higher self- efficacy; believe they are leaders	Learned about new leadership abilities; boost to self- confidence	Motivated to pursue new opportunities
Low	None/Little Involvement	Lower self- efficacy; don't believe they are leaders	Did not learn anything new about themselves	Did not seek out new opportunities

Duration of Study

Figure 5.2 is used to illustrate the key findings of the study in relation to participant involvement, self-efficacy, and self-confidence before and after WLDP occurred. The second column depicts participant involvement in student organizations at UVa before the program started. This column is divided into three sections, which are based on participant responses, and which depict the range of involvement for the women in the sample. Some women, like Riley, were highly involved on Grounds before WLDP. Others, like Laila, were involved in a few organizations, which placed them in the middle of the column. The final section depicts low involvement, which is described as little or no participation in student organizations. This section would describe women like Holly, who were not involved in any student organizations before WLDP. The third column in the figure depicts participant self-efficacy upon entering the program. It shows the combination of student involvement and the participants' views of themselves as leaders. The first two sections of this column describe women who were involved on Grounds and stated that they were leaders. The last section shows women who did not believe they were leaders. The third column shows how the program affected participants. The first section is indicative of women like Heidi, who stated that WLDP reaffirmed her leadership skills but did not greatly affect her self-confidence. The middle section illustrates the experience of women like Lucy, who learned about new leadership abilities they possessed through the program, positively affecting their selfconfidence. The last section shows the experience of women like Holly, who did not experience any affects on their self-confidence. The final column shows what student organization involvement the participants pursued after WLDP. Women who came

into the program with a high sense of self-efficacy already had leadership goals for themselves that they wanted to explore, and did so by joining new organizations or running for new leadership roles after WLDP. These women are shown in the first section. Women who learned something new about themselves at WLDP, got a boost to their self-confidence as a result, and were motivated to join new organizations after the program ended are seen in the middle of the column. Finally, women who did not learn anything new and were generally unmotivated by the program are depicted in the last section. These women did not seek out new opportunities for involvement after the program was complete.

Each of the women who participated in this study progressed through the model after their sense of self-efficacy was determined, and moved through the model based on what they learned from the program. Some women experienced a linear movement through the model. For example, Nina was found to have high self-efficacy because of her rate of involvement and her belief that she was a leader. After the program ended, she reported feeling that her leadership abilities were reaffirmed as a result of the program and continued to pursue the involvement goals she had already set. On the other hand, some women experienced positive movement from one category to another as a result of the program. Caroline was an example of this movement as she began with low self-efficacy before WLDP but gained self-confidence from the program and sought out new leadership experiences as a result. She progressed from the low section of the model to the middle as a result of her experience with the program. This model is appropriate to use with this study because of the fluidity that it represents. Women can move from one part of the

model to another, symbolizing the uniqueness of the participants rather than the onesize-fits-all approach inherent at the beginning of the study.

The first conclusion made from this study, and shown in Figure 5.2, is that WLDP affects self-confidence in participants. This is evidenced by the fact that 69 percent of the women in the sample reported an increase in their self-confidence as a result of their involvement with WLDP. Eleven of the 16 women in the sample stated that their self-confidence was affected by their participation, with first year women noting a more definitive boost than their second year peers. This finding demonstrates that the program does affect self-confidence, particularly because the women reported the increase six months after the program had ended. The study was conducted longitudinally in order to specifically assess this point (as seen in Figure 5.2), and although the levels of self-confidence were varied, the affirmative response of participants is indicative that the program achieved this objective.

The second conclusion states that first year students in the sample experienced more growth in their leadership skills and abilities as a result of WLDP than their second year peers. When the first year participants were interviewed six months after the conclusion of the program, 50 percent of the women reported that they learned new leadership skills and discovered new leadership abilities as a result of the program. These women also shared that the knowledge and experience gained from WLDP gave them the confidence and motivation to seek out new leadership opportunities the following semester. All of the second year women in the sample reported that the program served as a reaffirmation of the leadership abilities they possessed rather than the discovery of new abilities. These women were involved as

leaders before they attended WLDP, believed they were leaders throughout, and continued to pursue leadership opportunities after the program ended. The knowledge they gained from their participation therefore did not have such a visible transformative effect as it did with the first year group.

Finally, the third conclusion points out that one of the main goals of WLDP, selecting emerging leaders to participate, is not being met. This is evident because 13 of the 16 women in the sample was a member of a student organization before WLDP began, and several of these women already held leadership positions when they entered the program. Further, only three women reported that they did not think of themselves as a leader at the conclusion of the program, meaning that the majority of the participants not only believed that they were leaders, they also were seeking out leadership opportunities before WLDP started.

The next section will discuss implications for practice based on the conclusions stated above.

IMPLICATIONS FOR PRACTICE

The main implication for practice that developed from this study is that the majority of women who participated in WLDP were not emerging leaders, which was a goal of the program. When all of the second year women and most of the first year women not only believe they are leaders, but are already involved in student organizations on Grounds, the focus on priming women for leadership opportunities becomes ineffective, resulting in an affirmation of abilities rather than the development of new ones. If this program is truly a leadership *development* program, it must focus its efforts on finding and nominating more women like Holly, Kristin,

and Lucy, who were not involved on Grounds at all before WLDP began. The program must also increase the number of first year women who are nominated, since these women seem to be less involved, and decrease the amount of second year women since many of them have already found their niche as student leaders. A modification of the nomination process as it currently stands could help address this point. Suggestions to revise the nomination process in order to find emerging, and not established, student leaders are discussed below.

A possible way to reach this population of first year women at UVa is through the New Student Orientation and Residence Life programs. Orientation Leaders spend significant amounts of time with first years upon arrival and are trained to identify students who may be overly shy, homesick, or having a hard time finding their niche. Resident Assistants live with students in the residence halls and are trained extensively to notice who is fitting in, who needs help adjusting, and who might truly benefit from a program such as WLDP. The names of students who could fit the WLDP participant profile could be forwarded to the planning committee, who could invite these women to participate in WLDP. Resident Assistants and Orientation Leaders could also share their expertise as student leaders on some of the panels offered during the WLDP sessions.

Once the planning committee has received the names of women who could be a good fit for the program, they could send a revised nomination letter inviting nominees to participate. The letter would ask nominees to forward a resume or a list of student organizations and activities they are already involved in so the committee can discern what the involvement level is of the majority of participants. The letter

could also ask nominees to complete a statement of purpose detailing their interest in the program and what they want to glean from the experience. The addition of these two pieces of information at the beginning of the program can help the committee craft sessions that are appropriate for the level of leadership expertise held by the participants. It also shows the interest and initiative of the participants if they are asked to complete a statement of purpose and return it to the committee.

Once the participants are selected, the committee can focus on creating sessions that address the specific needs of the women in the program. If participants appear to have low levels of self-efficacy, the program can use mentoring, networking with other participants, skill building sessions, and connections to student organizations to help participants discover their innate leadership abilities. This intentional crafting of the program can result in women not only discovering they have the tools to lead others, but also can show them how to lead and where their leadership is needed. If participants have high levels of self-efficacy, concentrating on member recruitment, managing fiscal resources, and cultivating relationships with administrators could be goals of the program. By tailoring the experience to fit those participating in the program, the committee can truly put the *development* back into WLDP.

It is possible that the program will continue as it has in the future, selecting women with a variety of leadership experiences to participate in WLDP. If this is the case, the program must revisit its goals and expectations in order to craft a program that could address women who have varying levels of leadership experience.

Different tracks could be created for participants based on their level of involvement

in order to provide them with the tools they need to be successful. Women who are already established as leaders could meet other women on Grounds in similar positions in order to create a network of women leaders. Women who are not involved in student organizations could discover what leadership opportunities are out there, how to join a group, how to run for office, and how to effectively lead a group of followers. This track would be much more basic and would provide the necessary tools and motivation for these women to get involved on Grounds and in the community.

WLDP has proven year after year in its evaluations that the women who participate enjoy the experience. As Audrey stated in her last interview:

I met a lot of great people. Some of them I still meet, and you know, we talk and things like that. That was nice. I was really inspired by the women leaders that came for the panel. So yeah, it's definitely had a very positive effect on my UVa experience.

Many of the women responded similarly to Audrey when asked what they thought about WLDP six months after the programs concluded. Whether they were second years like Heidi, who said she would recommend the program to a friend, or first years like Anne, who liked it so much she applied to be on the planning committee, these women felt that the program was a worthwhile learning experience.

FURTHER RESEARCH

The case study method used allows researchers to continue the longitudinal aspect of this study to see how participants continue to develop as leaders throughout their time on Grounds and beyond. Further research could track the sample in order

to discover what leadership opportunities the women found meaningful, how they changed/grew as leaders, how they mentored other women who might aspire to be leaders, et cetera. It would be interesting to touch base with the women again in a year to see whether what they learned at WLDP has stuck with them over time and guided their practice, or if they have forgotten the program altogether.

Additional research could also focus on the participants' perceptions of the effects on gender and leadership. Do the participants believe women lead differently? How do participants perceive male leaders on Grounds? Is there a difference in leadership styles based on gender? Being able to have more in-depth conversations about the intersection between gender and leadership could lead to interesting insights about today's student leaders, adding a much needed update to the literature.

Focusing on self-efficacy and self-confidence in the classroom is another possibility for future research. How do the women in the sample participate in class discussions? What is their relationship with faculty members and teaching assistants? Does a high sense of self-efficacy translate to confidence in the classroom environment? Such a study could bridge the gap between curricular and cocurricular experiences to explore whether student involvement outside of the classroom affects the way women pursue their academic goals.

This study could also be a catalyst for research on alumnae of WLDP, both current students of the University as well as women who have graduated. Such research could explore the same issues of self-confidence and self-efficacy in the context of their lives after the program through a survey or other quantitative research methods. Has their self-efficacy and self-confidence increased or decreased since

graduation? To what do they attribute those changes? Other questions could measure the leadership roles that the women held at UVa and what they hold now; whether they believe there is a difference between male and female leaders; and if WLDP had any lasting impact on their lives now that they have left Grounds. This study would be an interesting approach to further explore the efficacy of WLDP and its impact on the University of Virginia.

Exploring the relationship between a women's leadership development program and participant self-confidence has been a rewarding experience for the researcher. By interacting with women who completed the program, I was able to better understand what women learned, or didn't learn, from WLDP. I can say that one of the goals of the program, affecting self-confidence, was achieved in the 2008 program. I can also say that it seems that the program had a positive effect on the women who participated. This study allowed me to explore WLDP from a completely different perspective, which has helped me to formulate recommendations to improve the program for the women who participate. I hope the results of this study will be a benefit to those planning the program in the future, a helpful tool to generate discussion and debate that will ultimately help students and advisors craft a program that will serve as a springboard for women leaders at UVa for years to come.

The main thing that I gleaned from this study was the complexity of the lives of the women who were in the sample. Listening to the stories that participants shared gave me a better understanding of what undergraduate women experience while at college, which has guided my practice as a student affairs administrator. I can better understand what the women I interact with experience every day and the

multiple layers of responsibilities that these women attempt to balance. From activities to academics to family and friends, college women today are learning to juggle the demands on their time that will only worsen once they graduate.

Hopefully, programs like WLDP help these women navigate these responsibilities and become successful student leaders who will make a difference as alumnae. By giving them the confidence they need to succeed on campus, perhaps programs like WLDP are also giving participants the confidence they need to succeed in life.

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APPENDICES

APPENDIX A: EMAIL ASKING FOR PARTICIPATION

(Adapted from Carroll, 2000, p. 109)

Dear Name:

I am a doctoral student in the Curry School of Education, and I am writing to seek your participation in a study I am completing for my dissertation. I am interested in learning about women and leadership at the University of Virginia, and specifically, about your experience with the Women's Leadership Development Program (WLDP). Would you be willing to participate in three 60 minute interviews to talk about leadership and WLDP? One interview will occur at the beginning of the program in February, one will occur at the end in April, and the last one will occur next fall. For your participation, you will receive a \$25.00 Starbucks gift card after completing the third interview.

You were randomly selected from a group of women who attended the WLDP keynote event on January 30, 2008. I am looking for a diverse sample of participants who plan on attending subsequent WLDP sessions during the spring semester. If you are interested in participating in my study, please respond via email to janellepj@virginia.edu by February 5, 2008.

There is no particular student I have in mind for this study. Whether you have had a lot of leadership experiences or none at all, it does not matter. You are participating in WLDP for the first time, which is all you need to take part in this study.

I hope you will consider helping me by participating in this study. If you have questions about the study or would like to be a part of it, please contact me.

Sincerely, Janelle Perron Jennings <u>janellepj@virginia.edu</u> <u>jpj7b@virginia.edu</u> (434) 981-2264

APPENDIX B: FIRST INTERVIEW PROTOCOL

(Adapted from B.R. Cullaty, personal communication, December 14, 2007; R.N. Miller, personal communication, November 30, 2007)

Thank you for agreeing to participate in this project. I am talking to women who are participating in the Women's Leadership Development Program this year. Our conversation will take about an hour, during which I'll ask questions about your experience with and opinions about women and leadership. There are no right or wrong answers to the questions I'll ask. I am interested in learning about your experience from your perspective. If there are any questions you would prefer not to answer, just let me know and we'll move on to the next. You can stop this interview at any time, so if you need to take a break, please let me know.

Our conversation today will be audio taped so I can be sure I have an accurate record of your thoughts. At the conclusion of our session, I'll be transcribing the recordings into a word-for-word script of our conversation. At that time, I'll remove all personal references that may identify you and will assign you a name, or you may choose your name if you like. Once I've completed the transcript, I will destroy the recording. No one will hear these tapes but me. The transcripts, with your personal information removed, may be read by others, such as my dissertation chair and a peer debriefer.

There are no risks to you in participating in this project; a benefit includes a \$25.00 gift card given to you after the third interview in the series takes place.

Finally, to participate in this study, you must sign a form designed to meet the University of Virginia's human subject requirements. The form states that: (1) all information shared will be held confidential, (2) your participation is voluntary and you may stop at any time you feel uncomfortable, and (3) I do not intend to inflict any harm.

Thank you for agreeing to participate. This session will not take more than one hour to complete.

Do you have any questions I can answer?

As I shared earlier, this project is seeking information about college women and leadership. I'd like to ask you a few questions about your experience with this.

First, I'd like to know a bit about you.

Introductory Questions/Building Rapport

- 1. Why did you choose to come to UVa?
- 2. What year are you at UVa?
- 3. What is your major?
- 4. What do you like to do for fun?
- 5. Did you have any leadership experiences in high school? If so what?
- 6. Besides WLDP, have you been involved with any leadership experiences at UVa?

Leadership Questions

- 1. What does leadership mean to you?
- 2. What does it mean to be a woman leader?
- 3. Name a woman you believe is a leader.
- 4. Describe why you believe she is a leader.
- 5. What motivates you to get involved with leadership experiences?
- 6. What about WLDP interests you?

Self-Efficacy Questions

- 1. Do you think of yourself as a leader?
- 2. What abilities do you possess that make you a leader?
- 3. How have you learned how to lead?
- 4. Give me an example of a time you acted as a leader.
- 5. How did it feel to lead someone else?
- 6. What motivates you to seek out leadership opportunities?

Self-Confidence Questions

- 1. Do you find it easy to express your personal views, values, or feelings to others?
- 2. When you don't agree with someone, how likely are you to express a dissenting opinion?
- 3. How do you approach conflict with someone else?
- 4. How likely are you to initiate a new friendship?
- 5. How often do you contribute to class discussions?
- 6. Would you go to a professor's office hours if you needed clarification on an assignment?
- 7. How would you describe your personal passion?

Do you have any final thoughts to share with me about what we've discussed today?

Do you have any questions I can answer?

Thank you so much for your participation in this project. If you decide later that you would like for me not to include this conversation, please contact me via e-mail. I really appreciate your time and energy.

APPENDIX C: SECOND INTERVIEW PROTOCOL

Thank you for agreeing to meet with me today. It has been about a month since we last spoke and I wanted to touch base to see how you feel about WLDP now that the sessions have ended. Remember that you do not need to answer any questions that make you uncomfortable and that we can stop at any time if you need a break.

Finally, recall that to participate in this study, you signed a form designed to meet the University of Virginia's human subject requirements. The form states that: (1) all information shared will be held confidential, (2) your participation is voluntary and you may stop at any time you feel uncomfortable, and (3) I do not intend to inflict any harm.

- 1. How has the semester gone for you since we last talked?
- 2. What were the highlights of the semester so far?
- 3. What were some challenges you faced?
- 4. What are your plans for the summer?
- 5. Tell me about your experience with WLDP.
- 6. Did WLDP affect your perspective on leadership? If so how-if not why do you think?
- 7. What, if anything, would you change about WLDP?
- 8. Before WLDP, were you aware of the issues women leaders face?
- 9. Now that WLDP is over, do you think of yourself as a leader?
- 10. What leadership qualities do you believe you possess?
- 11. Give me an example of how you have been a leader this semester.
- 12. How are you contributing to class discussions?
- 13. Give me an example of a conflict you experienced with someone and how you handled it.
- 14. Describe a risk you took this semester.
- 15. How would you define your personal passion?
- 16. Did WLDP help you to identify at least one personal strength?
- 17. What plans do you have for involvement on Grounds now that WLDP is over?
- 18. What do you think other women can learn from WLDP?

Do you have any final thoughts to share with me about what we've discussed today?

Do you have any questions I can answer?

Thank you so much for your participation in this project. I will contact you this summer regarding scheduling our last conversation. What is the best way to reach you? If you decide later that you would like for me not to include this conversation, please contact me via email. I really appreciate your time and energy.

APPENDIX D: THIRD INTERVIEW PROTOCOL

Thank you for agreeing to meet with me today. It has been approximately six months since we last spoke and I wanted to touch base to see how you feel about WLDP now that some time has passed. Remember that you do not need to answer any questions that make you uncomfortable and that we can stop at any time if you need a break.

Reacquainting Questions

- 19. How was your summer?
- 20. Where are you living this semester?
- 21. What are you looking forward to about this year?
- 22. Describe a highlight of the semester so far.
- 23. What challenges have you faced so far this semester?
- 24. How did you address those challenges?

Leadership Questions

- 1. Did you learn anything new about yourself at WLDP?
 - a. If so, what was it?
 - b. If not, why not?
- 2. Did you discover any new leadership skills or qualities while participating in WLDP?
 - a. If so, what were they?
 - b. If not, why not?
- 3. What new leadership roles or student organizations have you explored this semester?
- 4. Would you have explored these new roles or organizations if you had not attended WLDP?
- 5. Has WLDP affected the way you think about women leaders?
 - a. If yes, give me an example.
 - b. If no, why not?
- 6. Do you consider yourself a woman leader?
 - a. Has this perception changed at all since WLDP? Why or why not?

Self-Efficacy Questions

- 1. Give me an example of a recent situation that has required you to use your leadership skills.
- 2. How would you assess your performance as a leader in that situation?
- 3. What could you do to improve or enhance your performance in the future?
- 4. What could you teach others about leadership?

Self-Confidence Ouestions

- 1. Define self-confidence.
- 2. Based on your definition, how would you describe your self-confidence this semester very self-confident, somewhat self-confident, or not very self-confident?

- 3. What types of situations boost your self-confidence?
- 4. What types of situations negatively affect your self-confidence?
- 5. Previously, we discussed your class participation. Did WLDP affect your participation in class discussions this semester? Why or why not?
- 6. In other interviews, we discussed how likely you are to take risks and try new things. Did participating in WLDP affect your risk-taking behavior this semester? Why or why not?
- 7. Did WLDP affect your sense of self-confidence?
 - a. If yes, give me an example.
 - b. If no, why not?
- 8. Did WLDP affect your overall UVa experience?
 - a. If so, how?
 - b. If not, why not?

Do you have any final thoughts to share with me about what we've discussed today?

Do you have any questions I can answer?

Thank you so much for your participation in this project. Give gift card or get information to mail it. I really appreciate your time and energy.

APPENDIX E: INITIAL CODES FROM THE LITERATURE

(Adapted from Eramo, 2007, p. 39)

Experiences Experiences Etc. attended to learn about leadership	Theory Used	Concept	Code	Description
College Involvement (CI) Work Experience (WEXP) Work Experience (WEXP) Leader Self-Confidence (SCON) Self-Perception (SPER) Self-Confidence (SCON) Self-Derception (SCON) Self-Derce		_	Programs (PROG)	
Elected Positions (EPOS) Positions where individual was chosen by others to serve Volunteer Positions (VPOS) High School Involvement (HSI) College Involvement (CI) Work Experience (WEXP) Leader Self- Confidence Self-Perception (SPER) Leader Self-Confidence (SCON) Risk Taking (RTAK) Positions where individual volunteered to serve Leadership activities the individual participated in during college Positions where the individual worked for pay Leader Self-Confidence (SCON) Risk Taking (RTAK) The individual's	1	Experiences		
(EPOS) individual was chosen by others to serve Volunteer Positions (VPOS) Positions where individual volunteered to serve High School Leadership activities the individual participated in during high school College Involvement (CI) Leadership activities the individual participated in during high school Work Experience (WEXP) Leadership activities the individual participated in during college Work Experience (WEXP) Positions where the individual worked for pay Leader Self-Confidence (SPER) How the individual sees themselves Self-Confidence (SCON) Believes they can handle a situation Risk Taking (RTAK) The individual's willingness to try new	(McCormick, 2001)			
Volunteer Positions (VPOS) High School Involvement (HSI) College Involvement (HSI) Work Experience (WEXP) Leader Self-Confidence (SPER) Self-Confidence (SCON) Risk Taking (RTAK) Volunteer to serve Positions where individual participated in during high school Leadership activities the individual participated in during college Positions where the individual worked for pay Leader Self-Confidence (SPER) Risk Taking (RTAK) Venature Positions where individual sees individual believes they can handle a situation Risk Taking (RTAK) Venature Positions where individual believes they can handle a situation				Positions where
Volunteer Positions (VPOS) High School Involvement (HSI) College Involvement (CI) Work Experience (WEXP) Leader Self- Confidence Self-Perception Confidence (SPER) Self-Confidence (SCON) Risk Taking (RTAK) Positions where individual volunteered to serve Leadership activities the individual participated in during college Positions where the individual worked for pay How the individual sees themselves The individual The individual's willingness to try new			(EPOS)	individual was chosen by
(VPOS) individual volunteered to serve High School Leadership activities the individual participated in during high school College Involvement (CI) Leadership activities the individual participated in during high school College Involvement (CI) Leadership activities the individual participated in during college Work Experience (WEXP) Positions where the individual worked for pay Leader Self- Self-Perception How the individual sees themselves Self-Confidence (SPER) How the individual believes they can handle a situation Risk Taking (RTAK) The individual's willingness to try new				
High School Involvement (HSI) College Involvement (CI) Work Experience (WEXP) Leader Self- Confidence Self-Perception (SPER) Self-Confidence Self-Confidence (SCON) Self-Confidence Self-Confidence (SCON)			Volunteer Positions	Positions where
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College Involvement				Leadership activities the
College Involvement (CI) individual participated in during college Work Experience Positions where the individual worked for pay Leader Self- Self-Perception How the individual sees Confidence (SPER) themselves Self-Confidence How the individual believes they can handle a situation Risk Taking (RTAK) The individual's willingness to try new			Involvement (HSI)	individual participated in
(CI) individual participated in during college Work Experience (WEXP) Positions where the individual worked for pay Leader Self- Self-Perception How the individual sees (SPER) themselves Self-Confidence (SCON) believes they can handle a situation Risk Taking (RTAK) The individual's willingness to try new				during high school
during college Work Experience (WEXP) Leader Self- Confidence Self-Perception Confidence Self-Confidence Self-Confidence Self-Confidence (SCON) Risk Taking (RTAK) during college Positions where the individual worked for pay How the individual sees themselves The individual's willingness to try new			College Involvement	Leadership activities the
Work Experience (WEXP) Confidence Confidence Positions where the individual worked for pay			(CI)	individual participated in
(WEXP) individual worked for pay Leader Self- Self-Perception How the individual sees (SPER) themselves Self-Confidence How the individual believes they can handle a situation Risk Taking (RTAK) The individual's willingness to try new				during college
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Leader Self- Confidence (SPER) Self-Perception (SPER) How the individual sees themselves Self-Confidence (SCON) Believes they can handle a situation Risk Taking (RTAK) The individual's willingness to try new			(WEXP)	individual worked for
Confidence (SPER) themselves Self-Confidence How the individual believes they can handle a situation Risk Taking The individual's willingness to try new				pay
Self-Confidence How the individual believes they can handle a situation Risk Taking The individual's willingness to try new		Leader Self-	Self-Perception	How the individual sees
(SCON) believes they can handle a situation Risk Taking The individual's willingness to try new		Confidence	(SPER)	themselves
Risk Taking The individual's (RTAK) willingness to try new			Self-Confidence	How the individual
Risk Taking The individual's (RTAK) willingness to try new			(SCON)	believes they can handle
(RTAK) willingness to try new				a situation
· · · · · · · · · · · · · · · · · · ·			Risk Taking	The individual's
things			(RTAK)	willingness to try new
I GENERAL DO				things
Personal Passion The individual's chosen			Personal Passion	The individual's chosen
(PASS) goals that motivate them			(PASS)	goals that motivate them
to act				
Self-Efficacy Self-Efficacy Task Completion How the individual	Self-Efficacy	Self-Efficacy	Task Completion	How the individual
(Bandura, 1977, (TASK) achieves a goal	(Bandura, 1977,	-	_	achieves a goal
1993, 1997)			•	_
Self-Assessment How the individual			Self-Assessment	How the individual
(SASS) assesses the way the goal			(SASS)	assesses the way the goal
was achieved				
Motivation (MOTI) What inspired the			Motivation (MOTI)	What inspired the
			` ,	individual to achieve the
goal				goal

APPENDIX F: FINAL LIST OF CODES

Code	Code Name	Meaning
CI	College Involvement	Student organization/group involvement while in college
CLAR	Clarifying Leadership Skills or Abilities	What participants learned about the leadership skills they already possess
DEC	Decision Making	How the participant makes or assesses decisions
DEF	Deferred	The participant was deferred from another leadership program
GEN	Gender	Topic of discussion based on whether someone is male or female
HSI	High School Involvement	Student organization/group involvement while in high school
LAB	Leadership Ability	Personal qualities that participants utilize as leaders
LD	Leadership Definition	How participants define or explain leadership
MOTI (Bandura)	Motivation	What inspired the individual to achieve the goal
NOM	Nomination	The affect of the nomination on the participant
PASS (McCormick – Leader Self-Confidence)	Personal Passion	The individual's chosen goals that motivate them to act
POSL	Positional Leadership	Formal leadership role or position mentioned
PROG (McCormick – Leadership Experiences)	Programs	Workshops, seminars, etc. attended to learn about leadership
SASS (Bandura)	Self-Assessment	How the individual assesses the way the goal was achieved
SCON (McCormick – Leader Self-Confidence)	Self-Confidence	How the individual believes they can handle a situation

Code	Code Name	Meaning
SCRAT	Self-Confidence Rating	How the individual
T		measures the self-
		confidence they possess
SDISC	Self-Discovery	Insights the participant
		learned about herself
SPER	Self-Perception	How the individual sees
(McCormick – Leader		themselves
Self-Confidence)		
WL	Women's Leadership	Women who lead others
		and how they lead
WLDP	Effects of WLDP	Whether or not the
		program affected the
		participant