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EXPERIENCES AND OUTCOMES OF WOMEN WHO HAVE COMPLETED
A STATEWIDE LEADERSHIP DEVELOPMENT PROGRAM

by

DORINDA BOOKER ROLLE, B.S., M.B.A.

A DISSERTATION

Presented to the School of Graduate Studies and Research
in partial fulfillment of the requirements
for the degree of

DOCTOR OF PHILOSOPHY

UNIVERSITY OF THE INCARNATE WORD

December 2013

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by
Dorinda Booker Rolle
2013

ACKNOWLEDGEMENTS

I was blessed to have a mother and father who both encouraged me to be all that I could be. I can still hear my mother's voice saying, "Get your education." She always said "No one can take your education away from you." My father instilled a love of reading in me. As a child, I remember having two newspapers delivered to our home every day, the *Washington Post* and the *Washington Star*. When I was about 10 years old, my daddy got me a subscription to *Reader's Digest Condensed Books*. I looked forward to those books every month, carefully selecting which one I would keep and which would be sent back. I still have those books and count them among the most valued in my library. Anything noteworthy about me I owe to my parents, Ellis and Earseleen Booker to whom I will be eternally grateful for the love and care they gave to me.

I want to thank my dissertation committee for their wisdom and guidance throughout this journey. Dr. Absael Antelo, my committee chair, displayed a tremendous amount of patience and confidence that I would finish this dissertation. I thank Drs. Ettling, Kimmel, and Özturgut for their professionalism and dedication to me on this project. I also want to thank Dr. Sharon Herbers for her support.

My pastors, Dr. LaSalle R. Vaughn and Portia Brooks Vaughn, provided me with the fuel to keep going by encouraging me to dream big and never to give up. Words cannot express the heartfelt love I received from my New Life Christian Center mishpacha. I especially want to thank my children, Janelle, Daniel, and Alisa. I am proud to be their mother and thank them for supporting me even when they did not understand what I was doing or why. However, I want to leave them with a legacy of the importance of education and what my mother instilled in me, "No one can take your education away from you."

I especially want to thank Candance O'Keef Mathis, Martha Farmer, and the women of Leadership Texas who so openly shared their stories with me. Without them, this work would not have been possible. Special thanks to Annette Benging, one of my very best friends, who is more like a sister; we started and finished this journey together. Without her support, this journey would have been difficult and lonely. To all of my extended family, friends, and colleagues who believed in and supported my work, thank you. Your words of encouragement kept me moving forward. I would be remiss if I did not acknowledge the painstaking editing of Duncan Hayse and Marilyn Oliva. Independently, they made sure everything was proper and in order for my scholarly work.

And, most of all, I thank God, for it is true, with God all things are possible. My faith in the eternal God has been strengthened me through this journey.

EXPERIENCES AND OUTCOMES OF WOMEN WHO HAVE COMPLETED A STATEWIDE LEADERSHIP DEVELOPMENT PROGRAM

Dorinda Booker Rolle, MBA, BS

University of the Incarnate Word, 2013

This qualitative narrative study explored the experiences and outcomes of 12 women who completed a statewide leadership development program. The purpose of the study was to gather the stories and perceptions of the program's outcomes of women who graduated from the Leadership Texas program between 1983 and 2008. Bandura's (1977) social learning theory and the EvaluLEAD framework (Grove, Kibel, & Haas, 2005) were used to assist in the exploration and documentation of participants' perceived outcomes of the program within three domains, the individual, organizational, and community levels. Through one-on-one interviews, participants shared their experiences and perceived outcomes after graduating from the program. The study revealed that women who participate in a women's only leadership program experience increased self-confidence, develop long-term relationships and networks that benefit them both professionally and personally and expend significant effort in preparing for, achieving, and maintaining leadership roles. The study's findings also uncovered how leadership programs influence transformational learning and how women successfully integrate new skills, concepts, and information learned in these programs to benefit themselves, their organizations, and their communities. The study concluded that women's leadership development programs are a valuable tool for women to develop their potential as leaders, individually and collectively, and

provides an opportunity to increase their social capital in ways that traditionally have been the domain of men.

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Chapter 1: An Examination of Women's Leadership Development and Self-Efficacy

"I never did anything alone. Whatever was accomplished in this country was accomplished collectively" (Golda Meir, as cited in Anderson, 2010, p. 132).

Context of the Study

Alexis de Tocqueville was an aristocratic Frenchman best known for his political writings. In particular, de Tocqueville's *Democracy in America*, published in two volumes in 1835 and 1840, suggested the foundation of social well-being in the United States was based on community participation and leadership (Wuthnow, 2002). People in the United States have a tradition of community involvement and value their ability to pursue public purposes (Gardner, 2003). Historically, in the United States leaders of social and political reform were citizens who volunteered their time and resources for issues of concern to them. Women were often at the forefront of social change in their communities. Even at a time when women had few rights or resources of their own, they were leaders of significant social and political movements.

One of the first women's groups to demonstrate civic leadership was the New York Female Moral Reform Society, which later became the American Female Moral Reform Society, organized in 1834. Its primary concern was elimination of prostitution and moral corruption of women (Gilfoyle, 1992; New York Female Moral Reform Society, 1836). "These women got laws and ordinances passed and got sympathetic politicians elected even though they didn't have the right to vote" (Hays, 1999, p. 114). These types of women's organizations served as fertile training ground for civic leadership, public policy formation, and the beginning of civic leadership programs also known as community leadership development programs.

Modern day community leadership development programs began with the vision and leadership of the W. K. Kellogg Foundation. Kellogg's first major effort to support community

leaders in addressing social problems was the Michigan Community Health Project, funded in the 1930s. Kellogg has a long history of investing in leadership development, including the Kellogg National Fellowship Program, the Kellogg International Leadership Program, the Community Health Scholars Program, the Flemming Fellows Program, Grassroots Leadership Development programs, and its Agricultural Leadership Development Program (Russon & Reinelt, 2004). The agricultural leadership programs were the first statewide leadership development programs for rural communities in the United States. These types of initiatives continue to grow and provide a way for average citizens to become involved in issues of importance in their communities.

Reinelt, Foster, and Sullivan (2002) suggested that a multitude of leadership programs support the efforts of citizens in transforming their communities into inclusive societies that promote change and justice. In 2008, the now defunct Community Leadership Association estimated that there were more than 2,500 community leadership programs in the United States (M. Matthews, personal communication, May 5, 2008). Community leadership development programs provide training and development that prepares leaders to serve the community (Azzam & Riggio, 2003). Community leadership development programs are designed for durations of 6 to 12 months, focusing on issues of importance to a specific community or geographic area. Most programs are open to both men and woman and include the name of the geographical area. The names of these programs typically include the word leadership, such as Leadership Nashville or Leadership Austin. While there are many leadership programs across the United States, a 2012 Internet search and inquiries among leadership program administrators revealed only four statewide programs currently operating in the United States designed specifically for women: Leadership California, Leadership Illinois, the Greater Missouri

Leadership Challenge, and Leadership Texas. Most states have statewide programs; however, those programs generally include men.

Leadership Texas (LT) is the largest and longest operating statewide leadership program in the United States exclusively for women. Leadership Texas was started in 1983 as a program of Leadership Women (LW), formerly Women's Resources headquartered in Dallas, Texas. The organization is a private nonprofit educational organization that develops programs and projects to advance and improve the personal, economic, and professional status of women (Leadership Women, n.d.-b). The stated purposes of LW leadership programs are to "provide a channel through which emerging women leaders and established influencers collaborate toward a common goal and to advance and improve the personal, economic and professional status of women (Leadership Women, n.d.-d). In addition to Leadership Texas, LW operates four other programs: (a) Leadership America, (b) Power Pipeline, (c) Leadership Launch, and (d) Leadership International. Each program focuses on a specific aspect of developing women leaders at different stages in a woman's life and career. The vision of the Leadership Texas program is to identify and develop Texas' women leaders by providing them with essential information, an awareness of ongoing changes and issues in Texas, sharpen their skills, and create an enduring network of women from diverse backgrounds (Leadership Women, n.d.-c).

Each year, through a competitive process, Leadership Texas selects 100 Texas women who have demonstrated leadership ability in their profession, community, or workplace. Selection criteria are based on the following: Someone who (a) is seen by others and sees herself as a leader wherever she lives and works, (b) is interested in impacting innovation and change at the local, regional, and state-wide levels, (c) is ready and able to focus a broadened lens on state-wide experiences and environments to enhance the work she does and the leadership that she

employs, (d) is intent on creating and sustaining meaningful connections and relationships among other leaders across a broad range of professional and personal backgrounds, and (e) and is inspired to advance and exemplify a legacy of positive leadership, passing on what she has learned to help incoming generations of women and men.

By selecting women who are recognized as leaders, the Leadership Texas program focuses on enhancing their leadership skills and knowledge of the state so they are prepared to seize greater leadership opportunities in their communities. Program participants explore a wide range of topics and issues important to Texas, including those in science and technology, education, business, government, the environment, and the economy. The curriculum also includes leadership skills enhancement through interactions with state and national leaders, presentations by experts in various disciplines and onsite visits to major businesses, educational, and cultural centers in Texas. Through exposure to a diversity of information and ideas, participants increase their understanding of the challenges that leaders face in both the private and public sectors in Texas.

The Leadership Texas program is structured around a series of five, two, and one-half day sessions. One session is generally held in the Texas capital of Austin and focuses on state government and legislative issues, with the other four sessions held in various cities around Texas. Locations are determined by program topics. During these sessions, each city serves as a backdrop for presentations and discussions of current issues with local and state leaders and industry experts.

For example, during the 2008 class, one of the sessions was held at the University of Texas at Brownsville during the height of the immigration issue where the infamous border security fence was being built along the Texas-Mexico border to keep undocumented people

from entering the United States (Sherman, 2008). LT participants had the opportunity to meet with the University of Texas at Brownsville President, Juliet Garcia, and a panel of other speakers, both opponents and proponents of the fence, to explain why the Department of Homeland Security sued the University for refusing to allow surveyors on the property. Dr. Garcia explained why the university filed an injunction asking a judge to force Department of Homeland Security to work with the University over the issue because Dr. Garcia believed the fence would interfere with the university's mission. LT participants were able to view the fence up close and hear both sides of the issue and form their own opinions about the fence and immigration issues in Texas. According to LW, holding Leadership Texas sessions around the state has proven to be a key aspect to the program's value, giving program participants firsthand knowledge of the very real differences as well as commonalities that exist between and within various regions of the state.

Statement of the Problem

There is a growing trend toward training potential community leaders through community leadership development programs, yet there is relatively little research available that determines the effectiveness of these programs (Black & Earnest, 2009; Wituk, Warren, Heiny, Clark, & Meissen, 2003). While community leadership development programs require an extensive commitment of time by participants and program administrators, most programs are not able to show a link between program participation and increased community involvement in leadership roles (Reinelt et al., 2002). Evaluation practices for leadership programs focus on surveying participants about their satisfaction with the program, but an evaluation of participant satisfaction does not reflect the effect or outcomes of the programs on the community or individual participants (Wituk et al., 2003).

In their study of a national leadership program, McLean and Moss (2003) acknowledged that participants were happy with the program but wanted to know if participants made a difference because of the program. This led to their conclusion that it is relatively simple to determine satisfaction and perceived learning, but that it is more difficult in non-credit settings to measure learning, behavior change, and eventual impact of the behavior change on organizations and communities. Investigating the outcomes of a community leadership program may reveal more about actual benefits of a program than surveying the satisfaction of its participants.

Like many other community leadership programs, Leadership Texas participants self-report that their experiences in the program are valuable and sometimes life-altering. However, there have been no published studies that report the actual outcomes or impact of the program on the lives of the individual, organizations they represent, or their communities after graduating from the program (C. Mathis, personal communication, July 28, 2008). Some graduates of Leadership Texas participated in a 2001 study that analyzed personal characteristics and workplace experiences of women and men as professional and community leaders (Zanville, 2001), but there are no known studies specifically targeting the women about their experiences and outcomes of this program.

While not specific to women, other leadership programs have similar issues in determining their effectiveness. In a study of rural leadership program alumni, Dhanakumar, Rossing, and Campbell (1996) concluded there is not much understanding about the knowledge and skills that result in leadership effectiveness from such programs.

Leadership development programs, although prevalent (Woltring, Constantine, & Schwarte, 2003), lack extensive empirical studies evaluating program efficacy. While the intent of these programs is to provide communities with leaders who will participate in nonprofit

service, community initiatives, and elected positions, current program evaluations provide relatively little information about the program's true influence on communities (Black, 2006; Galloway, 1997). In recent years, there has been an increase in interest in women's leadership development (Eagly & Carli, 2007). However, the nature of change for women in leadership development programs and the efficacy of those efforts remain underexplored and unknown. This study explored the outcomes of one women's leadership development program through the stories and experiences of women who completed a leadership program.

Purpose of the Study

The purpose of this qualitative study was to explore the experiences of women who graduated from the Leadership Texas program between 1983 and 2008 in order to gather their stories and perceptions of the program's outcomes. The EvaluLEAD framework (Grove et al., 2005) was used as a guide to assist in the exploration and documentation of participants' perceived outcomes of the program within three domains: (a) individual, (b) organizational, and (c) societal/community levels.

Research Questions

The central research question for this study was: "What, if any, are the outcomes women have experienced after completing the Leadership Texas program?" The secondary research questions for this study were:

1. What individual outcomes have women experienced because of completing the Leadership Texas program?
2. How have women used their Leadership Texas experience to benefit their organization(s)?

3. How have women used their Leadership Texas experience to benefit their local communities or the broader community?

Theoretical Framework

This study was guided in part by Bandura's (1977) social learning theory and the EvaluLEAD framework. Bandura's (1977) social learning theory, with particular emphasis on self-efficacy, had relevance to this study because self-efficacy not only affects the individual, but an individual's sense of strong personal efficacy is vital for success regardless of whether it is achieved individually as a leader of a group or by group members acting collectively to exercise leadership. The EvaluLEAD framework provided a basis for understanding the broad range of influences a leadership program may have on a woman's development as a leader, her experiences, and possible outcomes that may be attributed to the leadership program. The structure of the framework gave the researcher three contextual lenses from which to view, collect, and analyze data, which were put into a narrative that gave meaning to the experiences of the women who shared the phenomenon of the Leadership Texas program.

Social learning theory. Social learning theory combines elements from both behaviorist and cognitivist orientations, positing that people learn from observing others. By definition, such observations take place in a social setting—hence the label “observational” or “social” learning.

Bandura (1977) suggested that “most human behavior is learned observationally through modeling: from observing others, one forms an idea of how new behaviors are performed, and on later occasions this coded information serves as a guide for action” (p. 22). Observational learning is influenced by the four processes of attention, retention or memory, behavioral rehearsal, and motivation (Olson & Hergenhahn, 2009). Merriam and Caffarella (1999)

contended that “some models are more likely than others to be attended to because they are thought to be competent, powerful and attractive” (p. 259).

Important to Bandura’s (2000) social learning theory is the concept of human agency, which he describes in three modes: (a) direct personal agency or self-efficacy in which an individual believes she is capable of exercising influence over circumstances to achieve certain results (Bandura, 2000); (b) proxy agency that relies on acts of others to secure desired outcomes; and (c) collective or group agency, where more than one person acts to achieve outcomes (Bandura, 2000, 2002).

EvaluLEAD. “Leadership development programs typically involve multiple components” (Hannum, Martineau, & Reinelt, 2007, p. 53) and assume widely different content and formats with a range of goals (Grove et al., 2005) and variations in how those goals might be expressed. However, most participants typically want to acquire new skills and to increase their knowledge about community issues where they can make a difference. However, the way in which an individual perceives or believes they can make a difference may vary. Successful leadership development programs and evaluations are able to accommodate these variations by giving participants multiple ways and opportunities to make a difference (Grove et al., 2005).

EvaluLEAD is a framework developed to assist in the exploration and development of the complex results of leadership development programs where participants’ performance and experiences are brought together and evaluated through several different lenses (Grove et al., 2005). Leadership development is a complex psychological and social process that has an expectation of leading to change in individuals experiencing a leadership program. “Describing the change process for individuals participating in leadership development programs may be as

complex and challenging as describing the neighborhood change process in comprehensive community initiatives” (Hannum et al., 2007, pp. 52-53).

Leadership development programs typically hold the expectation that individuals will experience personal growth and development that will lead to changes at other levels such as in the organizations they are associated with, and ultimately leading to community level changes where many people are affected or may benefit. In this context, “EvaluLEAD provides a framework that captures pathways of change and allows evaluators to gather data, in order to test out whether, to what extent, and in what contexts individual-level change leads to broader outcomes” (Hannum et al., 2007, p. 53).

Definition of Terms

To further clarify the research, the following terms and definitions were used throughout the research process to provide a common understanding of the context, problem, and rationale for the research design.

Community. Community has a variety of meanings, but according to Cleveland (2002), “down through history community has mostly meant the ties among people who lived or worked together” (p. 43). However, Gardner (1990) stated that a community is made up of a fabric that is woven by a variety of groups including municipal agencies, businesses, unions, civic organizations, schools, community colleges, churches, neighborhood organizations, and community foundations. In this study, community will mean ties among people who both reside or work in the same geographical area (city, county, or state) or who have a tie or interest in one of the groups mentioned in Garner’s listing above, expanding churches to include all places of worship.

Community leader. There are many definitions for the term community leader. Dodge (1996) proposed the following brief definition: “A community leader represents the interests of citizens or residents of the community” (p. 39). Dodge’s definition will be used in the current study, as it is representative of the type of person community leadership development programs are focused on developing.

Community leadership. Community leadership is a process of or act of engaging others in promoting social change through individuals combining personal resources, collaborating, and focusing on mutual goals (Grove, 2002a).

Community leadership programs. Community and leadership programs include training and development that prepare leaders to serve the community [in which they live and work] (Azzam & Riggio, 2003).

Context. Context is composed of the physical, social, cultural, temporal, and circumstantial aspects of a situation that provide a reference for understanding what occurred (Patton, 2002).

Developmental changes. The concept of developmental changes relates to changes that take place within an individual, organization or community over time that may be seen as beneficial.

Domain of impact. Domain of impact describes categories of outcomes where results of leadership programs might be expected to occur, that is, with an individual, an organization, or a society/community (Grove et al., 2005).

Effect. Effect is change resulting from training and development interventions (Davidson, 2005).

Elected position. An elected position is any public position, paid or unpaid, in which the position holder is selected through a general public election process. Elected positions encompass “the role of residents in local governance through formal representation in decision-making bodies” (Silverman, 2004, p. 2).

Episodic. The term episodic relates to “changes that occur within a prescribed time period and can be viewed as isolatable occurrences” (Grove et al., 2005, p. 32).

Evaluation. Evaluation is a process of collecting data through systematic means to determine the quality or value of something (Brown & Gerhardt, 2002).

EvalULEAD. EvalULEAD is a framework developed to assist in the exploration and development of the complex results of leadership development programs where participants’ performance and experiences are brought together and evaluated through several different lenses (Grove et al., 2005).

Evocative. Evocative refers to expressing feelings, responses, or memories.

Executive leadership training. Executive leadership training programs are designed to advance careers into senior management and executive levels.

Fellow. The term fellow refers to a participant in a leadership development program. This term is sometimes used interchangeably with participant to mean individuals who are a part of a leadership program.

Individual outcomes. The individual domain is where most of the direct benefits of leadership development occur and where the most program-associated results might be expected (Grove et al., 2005).

Labyrinth. A labyrinth is an intricate combination of paths or passages in which it is difficult to find one’s way or to reach the exit (Dictionary.com, 2012).

Leadership. “Leadership is an influence relationship among leaders and followers who intend real change that reflects their mutual purpose” (Rost, 1993, p. 102). However, the term leadership has many definitions. Other definitions are posited throughout this research paper.

Leadership development. Leadership development is enhancing the capacity of individuals to assume roles as leaders and engage in leadership processes with others (Day, 2000).

Leadership development programs. Leadership development “programs [are] designed to improve the collective leadership ability of a group, organization, or community” (Van De Valk, 2008, p. 53).

Nonprofit service. Nonprofit service is work or activities (paid or unpaid) in a nonprofit organization where the organization is designated as tax exempt by the U.S. Internal Revenue Service.

Outcome. An outcome is a result, consequence, or benefit of a leadership development program.

Open system. An open system assumes that events and factors outside of declared boundaries will likely influence outcomes within and without that system (Grove et al., 2005).

Organization. An organization is a formal entity organized for a specific purpose with individuals who work together to accomplish a purpose.

Organizational outcomes. Organizational outcomes are program-associated results that occur within the organization where leadership program participants work, or outcomes within organizations where the leadership program participants have influence such as professional and social associations and civic and religious organizations (Grove et al., 2005).

Result space. Result space is “the full scope of potential outcomes sought by a leadership development program” (Grove et al., 2005, p. 32).

Self-efficacy. Self-efficacy is the belief that one is capable of exercising influence over circumstances involved in achieving certain results (Bandura, 2001).

Social capital. Social capital refers to the scope and quality of an individual’s networks in which she may seek assistance, advice, guidance, or resources.

Societal/community outcomes. The societal or community level of outcomes may be thought of as outcomes that benefit a community or society in general.

Stakeholders. Stakeholders are individuals, groups, or organizations that have a significant interest in how a program functions. This may include decision makers with authority over a program, sponsors, administrators, or intended beneficiaries (Rossi, Lipsey, & Freeman, 1999).

Transformative. Transformative refers to when an individual, organization, or community has changed in appearance, nature, function, or condition. Transformative changes may be tangible or intangible and may or may not be visible.

Women-only leadership programs. Women-only leadership programs are designed for women.

Overview of the Research Design

The study was conducted using a qualitative design situated in a constructivist paradigm. “In qualitative inquiry, the intent is not to generalize to a population, but to develop an in-depth exploration of a central phenomenon” (Creswell, 2005, p. 203). In this study, the phenomenon is individuals who have graduated from a statewide women’s leadership program. The focus of this research was not to study the practice of leadership, but focused on the perceived outcomes and

experiences of participants of a gender specific leadership program. The researcher was interested in exploring the journeys of women following graduation from a leadership program and how the program may have impacted the women and influenced behavior. While leadership scholars seeking to answer questions about culture and meaning have found experimental and quantitative methods to be insufficient on their own in explaining the phenomenon they wish to study (Ospina, 2004), qualitative modes of inquiry seem to provide more advantages. After investigating several research designs, the researcher determined a narrative design would be the best option to gather rich, thick data about the phenomenon the researcher seeks to explore.

As stated, there is a growing trend toward training potential community leaders through community leadership development programs, yet there is relatively little research available that determines the effectiveness or results of these programs. The researcher considered a quantitative research design, but agreed with Conger's (1998) argument that "quantitative research alone cannot produce a good understanding of leadership, given the extreme and enduring complexity of the leadership phenomenon itself" (p. 108). Steps involved in conducting this qualitative study with a narrative design are outlined in the research process map in Figure 1.

Significance of the Study

Effective community leadership development programs have the ability to transform individuals, organizations, and communities in multiple ways (Chrislip, 2002). However, without conclusive evidence of a program's positive influence on a community, it is difficult to make the case for its existence or to determine whether the program warrants public support (Black, 2006). One of the criticisms of these programs is that they are effective at improving participants' understanding and awareness of community issues, but do too little in teaching participants how to apply what they have learned in leading change in their communities (Van De Valk, 2008).

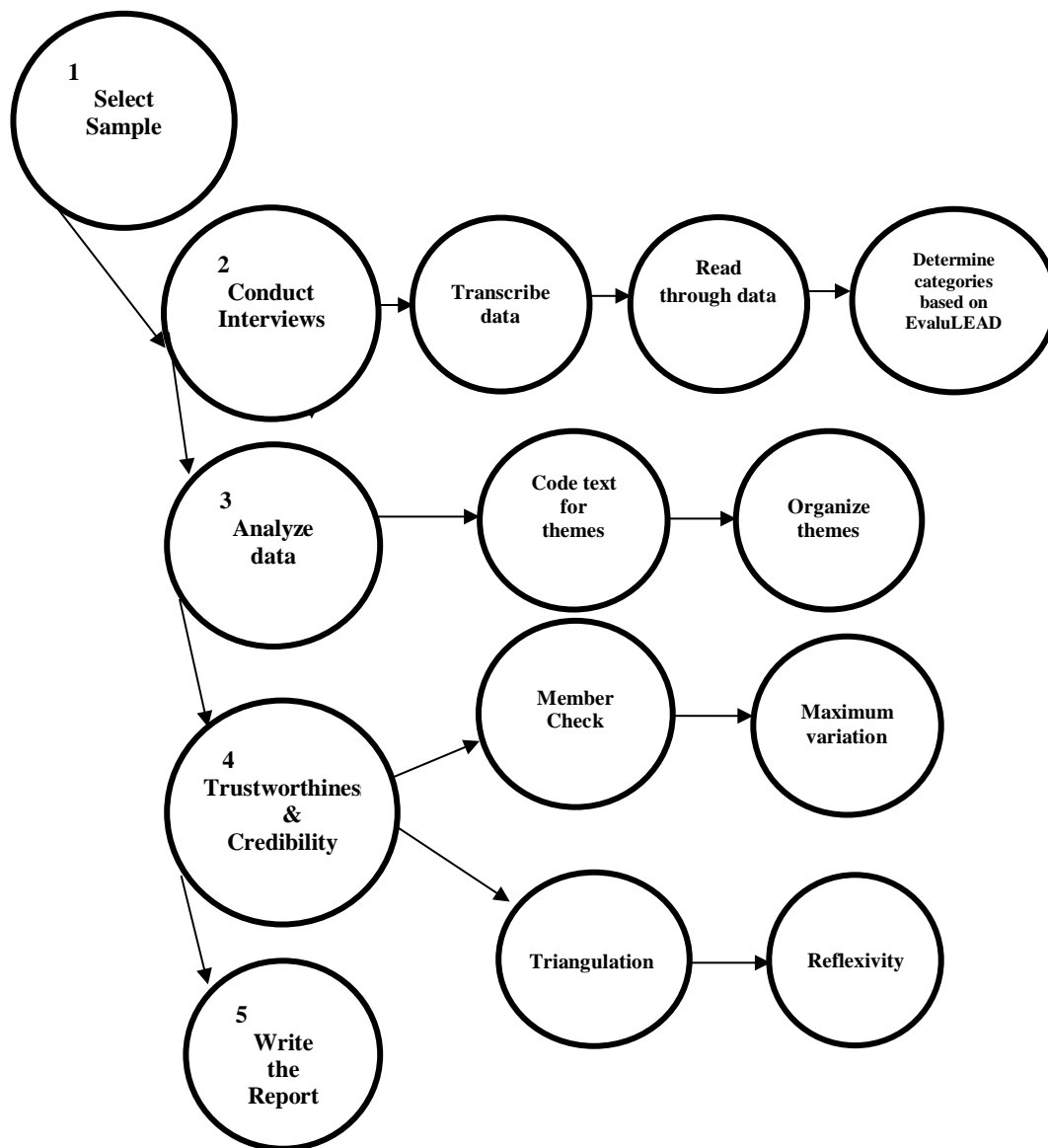


Figure 1. Research process map.

Community leadership programs cannot exist without support from the communities that may potentially benefit from the program's goals if successful. That support comes in many forms, from participant tuition fees to corporate and foundation sponsorship, not to mention the investment of time that volunteers and others give as speakers and presenters to the program.

Stakeholders who support and sponsor Leadership Texas and other leadership programs should be interested in the findings of this study. These individuals and organizations have a significant interest in how well the program functions and may want evidence of a program's success as proven by what participants say they gained from the program and as evidenced by outcomes at the organizational and community levels. Many of the sponsors of these programs are grant-making foundations such as the W. K. Kellogg Foundation and companies like State Farm Insurance, who may be interested in learning the outcomes of the programs they invest in and sponsor, as well as having their employees participate in such programs.

Providing information about the outcomes on the lives, communities, and organizations of the leadership program studied might advance efforts to support leaders in becoming change agents in their local communities (Nissen, Merrigan, & Kraft, 2005). One would think that documentation of a leadership program's outcomes as evidenced individually, organizationally, and in communities would be of great interest to those whose invest time and resources supporting those efforts. In addition, the study may be of interest to professionals in organizations that design community leadership programs and want to better understand the experiences of participants and potential outcomes of their programs as they relate to women.

Because the study was specific to women's leadership programs and proposed to discover and document on three levels the experiences and outcomes of women who completed a leadership development program, the study may also have significance to the field of community leadership development as an encouragement to include multiple ways of evaluating program outcomes to determine program effectiveness (Black, 2006). The investigation was influenced by the EvaluLEAD framework as a means of documenting and understanding the multiple lenses and outcomes of participants' experiences following a leadership program.

Limitations of the Study

The population for this study was limited to accessible Leadership Texas (LT) alumni who resided in the San Antonio, Texas area, for face-to-face interviews. Contact information for study participants was retrieved from the LT alumni association database. Because the LT program has been in existence for 30 years, it was somewhat difficult to locate alumni in the area because contact information was not always reliable for past participants. Graduates of the program are responsible for updating their contact information via the LT alumni association website database. Some of the earlier graduates who have not used the website may not be aware of its existence and may not have updated their contact information. In addition, because of the passage of time, some of the earlier program participants may not be able to recall enough of their post-LT experiences to be of value to the study. Participants who graduated in the 1980s may have to recall over 25 years of post-outcomes and experiences that may be difficult to link to their LT experience.

Current literature of training and development program outcomes and evaluation suggested that alumni may need between one to five years to demonstrate or use newly developed skills and knowledge gained in training programs; for that reason, the study was narrowed to include alumni who completed the program prior to 2010 (Parry, 1996).

Researcher's Experience

The researcher is a 2008 graduate of Leadership Texas, has firsthand knowledge of the program, and has professional and personal relationships with several of its alumni. She is also a graduate of three local community leadership programs: Leadership San Antonio, Masters Leadership, and the African American Leadership Institute. In addition, she has worked with teams designing and developing leadership programs and is a management consultant

specializing in leadership development. She is often a presenter or speaker for community leadership programs and has been the co-director of a leadership institute at a community college where she was responsible for a leadership program for rural community leaders.

Chapter 2: Literature Review

To understand the complexity of the research problem and purpose, the researcher examined literature related to social learning theory, women and leadership, and the EvaluLEAD framework with relevance to leadership development programs. The overall purpose of the review was to explore theories, background information illustrating the rationale for women-only programs and to identify the range of leadership programs available to women.

Social Learning Theory

Within the five learning orientations, social learning theory combines components of behaviorist and cognitivist orientations (Merriam & Caffarella, 1999), allowing individuals the opportunity to learn by observing and interacting with others using both the external environment and cognitive processes. In terms of social learning, observation takes place in a social setting, hence the label “observational” or “social” learning (Merriam & Caffarella, 1999). In other words, social learning, according to the theory, cannot take place in a vacuum. An individual does not learn without some kind of external stimuli. Miller and Dollard in the 1940s were the first to explore how people learn through observation. As cited in Merriam and Caffarella (1999), Miller and Dollard argued that, “people do not learn from observation alone; rather, they must imitate and reinforce what they have observed” (p. 259). However, Albert Bandura (1977), considered to be the founder of social learning, expanded the theory by explaining human behavior in terms of a constant give and take between cognitive, behavioral, and environmental influences creates opportunities for learning by observation (p. vii). Bandura’s (1977) work is generally known as social learning theory; however, he relabeled his work social cognitive theory (Bandura, 1986) to distinguish it from other theorists whose work is included in the social learning family. For example, “Miller and Dollard’s drive theory, Rotter’s

outcomes expectancy, Gewirtz's operant conditioning theory, and Patterson's functionalist theory" were all christened social learning theory (Bandura, 2012, p. 349). Bandura (2012) contended that his theory was much broader than the name implied and that it diminished his work as a learning theory and created problems in the literature by grouping his theory with other theories grouped under the social learning rubric.

Bandura (1977) asserted that "most human behavior is learned observationally through modeling: from observing others, one forms an idea of how new behaviors are performed, and on later occasions this coded information serves as a guide for action" (p. 22). This assertion illuminates the conceptual underpinnings of Leadership Texas and most community leadership programs where participants are exposed to various environments or learning opportunities where desirable behaviors are demonstrated. The concept of Leadership Texas is for women to observe, learn, and store information mentally until such a time when they can perform or behave in a similar fashion. Observational learning is influenced by four processes: (a) attention, (b) retention or memory, (c) behavioral rehearsal, and (d) motivation (Olson & Hergenhahn, 2009). Before the model can be learned, "the model must be attended to; some models are more likely than others to be attended to, such as those thought to be competent, powerful, attractive, and so on" (Merriam & Caffarella, 1999, p. 259). To be attended to, the model must first be observed, seen, or experienced in some way.

The second condition of the theory is retention or memory. The person must remember the behavior. Bandura (1977) referred to these memories as symbols or coded information and asserted:

Learning would be exceedingly laborious not to mention hazardous, if people had to rely solely on the effect of their own actions to inform them of what to do. Fortunately, most human behavior is learned observationally through modeling: from observing others one

forms an idea of how new behaviors are performed, and on later occasions this coded information serves as a guide for action. (p. 22)

The third condition is behavioral rehearsal or being able to repeat behavior that one has observed and coded earlier. Given similar circumstances or conditions, the learner should be able to copy or perform a similar behavior to what she has observed. While this condition may not be visible to others or demonstrated right away, it does not mean that the behavior was not learned. This, Bandura (1977) contended, is how coding occurs or creates a mental memory of the desired behavior.

The fourth and final condition in the model is motivation. There has to be a reason or factor that compels an individual's desire to perform or repeat what he or she has learned. This phase of the model, individual motivation, is what community leadership programs depend on. The learner has to "want to," whatever that "want to" may be.

Bandura (1977) noted that the four conditions may be different for each individual and that people will respond in a variety of ways, which gives credence to the framework for outcomes of leadership programs within the three different domains of the individual, the organization, and community. The researcher defines motivation as an inner drive that leads one to accomplish desired goals and results. Motivation may be the difference between one individual who seeks public office and another who seeks to learn how to ride a bike; both may be capable of reaching either or both of these goals, but the motivation for doing so is different.

Self-efficacy. Central to Bandura's (1977) social cognitive theory is the construct of self-efficacy, defined as the belief that one is capable of exercising influence over circumstances involved in achieving certain goals or results (Bandura, 2000). Among the core beliefs of human agency, none is more central or pervasive than beliefs of personal efficacy (Bandura, 1997). All motivation is rooted in the core belief that one has the power to produce desired effects or

outcomes by one's own actions; otherwise, one has little incentive to act or to persevere in the face of difficulties. Self-efficacy beliefs regulate human behavior through cognitive, motivational, affective, and decisional processes. They affect whether leaders think in self-enhancing or self-defeating ways, if they are able to stand and fight to overcome certain situations, or if they will simply give in at the first sign of difficulty. Beliefs about one's self affect his or her emotional state and how he or she makes life decisions.

McCormick (2001) suggested a social cognitive model of leadership that proposes that leaders who are confident in their leadership capabilities will select higher goals and utilize their skills and resources more effectively than those with low self-confidence. To further explain his theory, he developed the social cognitive model of leadership. In explaining the model, he posited that leadership self-efficacy is necessary for leaders to be effective, but that high self-efficacy alone is not enough to guarantee leadership success; other leader cognitions and factors have a bearing on leader effectiveness.

Additionally, McCormick's (2001) research led him to conclude that his social cognitive model of leadership may have implications for those who deliver leadership training. If one of the factors for success as a leader is to have high self-efficacy, then developing self-efficacy or self-confidence should be included as a component in leadership training. However, he could find no evidence in the literature to suggest that those who design leadership programs have focused or planned to make leader self-efficacy a construct in leadership trainings. This researcher also could find no evidence in the literature to suggest such a notion.

Collective efficacy. Human agency is typically thought of in singular terms, but Bandura's (2000) social cognitive theory differentiates human agency into three different forms of agency: (a) personal or self-efficacy, which is self-confidence; (b) proxy agency, which is

getting others to act on our behalf, perhaps in the absence of self-confidence or the lack of resources to act; and (c) collective agency, where individuals act together to achieve common goals.

Based on the EvaluLEAD framework, it is conceivable that two of the levels of leadership program outcomes, organizational and community, might yield greater results if collective agency were employed, where together women were able to accomplish more than one might individually at these two levels. Many of the hopes and goals of leadership programs and their participants can only be accomplished through the actions of people working in concert to achieve certain goals. People's shared beliefs in their collective power to produce desired results are a key ingredient of collective agency (Bandura, 2000). Often, it takes the skills, resources, and networks of many people to accomplish a goal. One of the concepts of collective agency is that not all members of the group have to have equally high self-efficacy; the synergy of the group creates agency. For example, a leadership program participant may be an environmental advocate and decide to champion legislation that would limit fracking for oil in her community. She may be a person of high self-efficacy but will seek the help of others who have skills, resources, talents, and contacts beyond her influence or access. Together, with others who share her beliefs and values, she may be able to make an impact for environmental safety. The locus of perceived collective efficacy resides in the minds of group members (Bandura, 2000).

An overview of Bandura's (1977, 2000, 2001) social cognitive theory provided a basis for understanding major points in the study as they relate to the EvaluLEAD theory. Further, the theory provided a basis for understanding individual motivation and potential outcomes of groups who are able to act in a collective manner to achieve goals.

Women and Leadership

It has been said that there are many ways of defining what leadership is and that no two people would define it the same way. While analyzing documents from 1900 to 1990, Rost (1993) found more than 200 different definitions of leadership (Northouse, 2013). In its simplest terms, leadership can be defined as “the ability to influence a group toward the achievement of goals” (Robbins, 2005, p. 332). This definition seems to include most components of what others believe about leadership, in that it includes influence, groups, and goals. Regardless of how it is defined, the topic holds great interest in both academic and popular literature. Amazon.com, the online bookseller, lists over 95,000 book titles on leadership, and a recent Internet search of leadership literature yielded over 263 million results.

Leadership theories. Generally, leadership theories can be divided into three categories: (a) trait theories, (b) behavior theories, and (c) contingency theories. Trait theories consider personal qualities and characteristics of leaders that make them different from followers (Robbins, 2005). One of earliest of the trait theories is the Great Man Theory. The theory was studied as early as 1869 and was influenced by Francis Galton’s study of the hereditary backgrounds of men who were considered great in society during that time period. Bass (1990) contended that the theory attempted to explain leadership on the basis of inheritance or people who are considered leaders by virtue of their birth, being given certain characteristics and qualities that shaped their personality and behavior, making them successful leaders. This line of thinking limited opportunities for common people, including women, to become leaders (Nahavandi, 2006). One of the flaws with this theory is that most of the early studies on leadership were conducted with White males. Hays (1999) theorized that most of the early leadership theories were developed without regard to women. Throughout history, there have

always been women in leadership. According to the website, Worldwide Guide to Women in Leadership, “Egyptian Queens are believed to have governed from around 3000 BCE” (Christensen, n.d.). These women often came to power by association as the wife, daughter, or mother of a male ruler.

Behavioral theories of leadership were developed during the 1940s to address shortcomings in trait theories as the military sought ways to effectively train its leaders. Behavioral theories focus primarily on what a leader does. The search to understand what behaviors are most effective in leadership lead to several studies, of which the Ohio State Studies are the most comprehensive. Researchers at Ohio State University developed a list of over a thousand factors and sought to identify independent variables that make effective leaders. They were able to scale the list into two categories called initiating structure and consideration (Robbins, 2005). Initiating structure refers to the leader’s attempt to define his or her role and that of followers to accomplish goals. Consideration refers to the extent to which a leader is concerned with the relationship and satisfaction of followers. The Ohio State Studies and others at the time all concluded that situational factors have a role in and should be included in behavioral theories.

Contingency theories of leadership posit that several variables influence the leader, including the situation and followers. While there are several contingency theories, Fiedler’s Contingency Model or the Least Preferred Coworker also referred to as the LPC model, may be the most widely known. Some basic assumptions about contingency theories are that people can learn to be effective leaders and that there are a number of factors that determine the effectiveness of a leader, including what resources are available and people’s willingness to accept and follow the leader and that different styles, traits and behaviors of leaders can be

effective. Fiedler's research and model further explored why some leaders are more or less effective than others. The LPC model hypothesized that if a leader's style matches the job or situation, the leader will be effective; however, if the leader's style is not a good match for the job he or she will not be do well as a leader. The two factors that determine whether a leader is a good match for the job are motivation factors—task or relationship oriented. To determine a leader's motivation or leader's style, Fiedler (1965) developed the least-preferred coworker (LPC) scale. Essentially, task-oriented leaders are primarily motivated by getting the job done or accomplishing tasks. Relationship-oriented leaders are motivated by maintaining good interpersonal relations with the people they lead.

Although the leadership literature in recent years has begun to include studies on women, historically the preponderance of work in the field neither addressed gender as an important concern nor looked to the experiences of women in framing the research (Fine, 2009). In addition, Keohane (2007) noted that throughout history, leadership most often has been associated with masculinity, which often has been described with terms such as father, boss, hero, savior, or lord, and has conjured stereotypical images of leadership. This type of imagery may not serve women well when it comes to leadership roles and expected behavior.

Role-congruity theory refers to behaviors consistent with socially acceptable gender roles (Dahlvig & Longman, 2010), which may explain how women are viewed as leaders and their ability or inability to secure leadership positions. Eagly and Karau (2002) developed role congruity theory as a way to explain prejudice toward women leaders and how gender and leadership roles come together to produce two types of prejudice that underlie preference for male leaders (Ritter & Yoder, 2004). In other words, women may be viewed as effective leaders

when they perform in roles that are traditionally associated with women, such as teacher, nurse, and homemaker, and less effective when they perform roles that are traditionally masculine.

For example, women were viewed as less effective than men were in military positions, but they were viewed as somewhat more effective than men were in education, government and social service organizations, and substantially more effective than men were in middle management positions. (Northouse, 2013, p. 351)

This may explain the lack of women leaders in some sectors of industry. In Chapter One of *Through the Labyrinth*, Eagly and Carli (2007) asked if there is still a glass ceiling for women in the workplace. They proceed to answer the question with a recount of why and how the term *glass ceiling* came into being and what it means. The term became popular in 1986 after a *Wall Street Journal* article by Hymowitz and Schellhardt used the term accompanied by a drawing of a woman dressed in a business suit standing on top of a desk with her arms extended upward, pushing against what appears to be a clear glass ceiling with a frustrated look on her face. The drawing seemed to depict that she was trapped, not able to go higher.

For women in the workplace, the glass ceiling is a metaphor signifying a rigid, impenetrable invisible barrier that prevents them from obtaining the highest levels of leadership and management positions (Eagly & Carli, 2007). By the 1970s, women represented 43% of the U.S. workforce, but held only 19% of all management positions (Eagly & Carli, 2007; Hymowitz & Schellhardt, 1986). In the 1980s, even more women joined the labor force as first-level managers, but few had climbed as far or as fast as their male counterparts. Hymowitz and Schellhardt (1986) wrote:

Women fill nearly a third of all management positions (up from 19% in 1972), but most are stuck in jobs with little authority and relatively low pay. Even those few women who rose steadily through the ranks eventually crashed into an invisible barrier. The executive suite seemed within their grasp, but they just couldn't break through the glass ceiling. (p. 4)

The term glass ceiling has all but disappeared from current literature and has been replaced by another metaphor, *the labyrinth*, which represents a maze of obstacles that some women are able to successfully navigate to top positions while others do not (Eagly & Carli, 2007; Hymowitz, 2004). The labyrinth partly explains why more women are unable to attain the highest levels of leadership positions.

Researcher Crystal Hoyt (2013) created the Leadership Gap based on Eagly and Carli's (2007) research to demonstrate the disparity between men and women in leadership positions where education and work experience appear to be equal between the two genders. While women have made significant gains in obtaining management positions in the marketplace, they continue to lag behind men at the highest levels of leadership (Dahlgren & Longman, 2010; Eagly & Carli, 2007). Based on Eagly and Carli's (2007) research and other sources, Hoyt (2013) noted the following:

Although the predicament of female leaders has improved significantly in recent decades, there is still a long way to go. Women earn 57% of bachelor's degrees, 60% of master's degrees, more than half of the doctorate degrees, and nearly half of the first professional degrees awarded in the United States (Catalyst, 2011b) and they make up nearly half of the U.S. labor force (47.2%; U.S. Bureau of Labor Statistics, 2010a). However, women are still underrepresented in the upper echelons of America's corporations and political system. Women are among the leadership ranks in American organizations occupying more than half of all management and professional positions (51.5%; Catalyst, 2011c) and a quarter of all chief executive officer (CEO) positions (25.5%; U.S. Bureau of Labor Statistics, 2010b). However, more elite leadership positions show a different story. For example women represent less than 3% of Fortune 500 CEOs, and hold only 15.7% of the Fortune 500 board seats and a mere 14.4% of the Fortune 500 executive officer positions (Catalyst, 2011a, 2011c). (p. 352)

Women have fared somewhat better on the political front, making up almost 17% of the U.S. Congress and gaining cabinet level offices. Hillary Clinton is an example of a woman who has advanced to leadership in the political arena by seeking her party's nomination for President of the United States, then going on to become Secretary of State in the Obama administration

after failing to receive that nomination. It is unclear if her failure to secure her party's nomination for president can be attributed to her gender; however, her rise to success is an illustration of a woman who has been able to break through the glass ceiling and successfully navigate the labyrinth to leadership. Some have speculated that she is a viable candidate for the Democratic presidential nomination for 2016. Interestingly, though, she is not the first female to occupy the position of Secretary of State, but the third.

In general terms, it is assumed that whatever is being reported about leadership applies equally well to both women and men. However, leadership literature in recent years has included studies focused on women and leadership, while the majority of work in the field neither addressed gender as an important concern nor looked to the experiences of women in framing the research (Fine, 2009). However, historically some of the views about leadership did not apply well to women (Hays, 1999), which may explain the rise of women-only leadership education. In the 1970s, women-only management training in corporations focused on identifying and remedying perceived deficiencies in women such as a lack of ambition and assertiveness (Gray, 1994; Vinnicombe & Singh, 2002). Women often have different experiences in the workplace from those of their male counterparts (Vinnicombe & Singh, 2002). Women value being seen as experts in their field, having an intrinsically interesting job, personal accomplishment, self-development, and balancing work and personal interests (Sturges, 1999; Vinnicombe & Singh, 2002).

In contrast, men see career success in terms of climbing ladders and gaining influence, with the external trappings of success, including high salary, car, and status. Given these different values, women are likely to approach their leadership education with different attitudes about what is important for them in their path to leadership positions (Vinnicombe & Singh,

2002). In the 1980s, women's leadership programs began to recognize and address differences in behaviors that were nurtured from childhood between female and male managers (Vinnicombe & Singh, 2002). The literature surrounding women's difficulty in obtaining upper management and leadership positions focused on obstacles beyond their control, such as discrimination, lack of education, exclusion from networks, higher performance standards in the workplace, and lack of mentors (McCormick, Tanguma, & Lopez-Forment, 2003). To fully understand why greater numbers of women have not obtained positions of leadership, one has to consider the role of self-efficacy or self-confidence that is needed to be successful in aspiring to and obtaining leadership positions. McCormick et al. (2003) found:

Studies indicate that women in general have lower self-confidence than men, and in the business area, female managers report lower self-confidence than their male counterparts (Morris, 1998; Morrison, 1992; Tharenous, Latimer & Conroy, 1994; Tsui, 1998). Even though there are no reported male-female differences in leadership ability, women report being less self-assured about their leadership capabilities. (p. 16)

While there is a small body of literature that supports women-only leadership programs, “there is a feminist argument against these programs. A radical feminist argument against women-only programs is that they assume a woman's deficiencies model, thereby contributing to the continued subordination of women who do not fit the organization mold” (Vinnicombe & Singh, 2002, p. 300). Literature related to women and leadership was reviewed to gain an understanding of the obstacles faced by women in their efforts to advance professionally and some of the underlying rationale for women-only leadership development programs.

Women's leadership programs. Leadership programs articulate and pursue a wide range of goals and outcomes for individuals, organizations, and communities. Some of those goals and outcomes include (a) increased collaboration among organizations and communities; (b) personal transformation, including self-awareness and self-confidence; (c) creativity; (d)

relationship building and increased social capital; and (e) for women, career advancement and election to public office (Reinelt, Foster, & Sullivan, 2002).

This literature review would not have been complete without a description of the various leadership programs developed exclusively for women. The premise of the research was on a statewide leadership program for women who would fall in the community leadership category, defined as training and development that prepares leaders to serve the community in which they live and work (Azzam & Riggio, 2003); however, the majority of women-only leadership programs reviewed would not necessarily be described as community leadership development. Within the three contexts of the EvaluLEAD framework, other types of leadership development programs outside of the community leadership category may also yield results within the three domains discussed in this research. Following is a description of women-only programs targeted toward a specific demographic of women, for example, age, ethnicity, career status, and so forth.

Collegiate programs. An October 2012 Internet search of women's leadership development programs revealed a variety of offerings aimed at women by colleges and universities, chambers of commerce, and nonprofit organizations. Leadership programs on college campuses are growing in popularity. In the 1990s, there were an estimated 700 (Dugan & Komives, 2007; Schwartz, Axtman, & Freeman, 1998) leadership programs in the United States; today there are over 1,500 programs listed in the directory of the International Leadership Association. Far fewer colleges and universities offer programs specifically for women's leadership as part of an academic department rather than student life offices (Trigg, 2006). Colleges and universities allocate resources to formal student leadership programs based on the fundamental belief that leadership can be learned and refined through education, training, and development (Owen, 2012).

Of the colleges and universities reviewed by the researcher, most women's leadership programs were offered through a women's center on campus or through a women and gender studies program (Trigg, 2006). Some of the programs are aimed at students, and some are for faculty or the public at large. For example, Texas Tech University's Women's Leadership program was founded in 2002 by a group of women on campus who believed a program was needed that would offer female students leadership opportunities. They sought to develop a program designed for women that would not only address the leadership role, but the multiple roles in which women find themselves, such as mothers, students, employees, and so forth. The Women's Leadership Program features speakers who focus on skills-based leadership such as public speaking, organization, and offer opportunities for students to meet women leaders and get involved in campus activities. This program is offered through the Office of Student Affairs and Enrollment Management (Texas Tech University, n.d.).

The University of Texas at Austin offers two women's leadership programs through its Center for Women's and Gender Studies. The first, *Inspire*, is The University of Texas at Austin's signature leadership program for women undergraduates. The three-year program promotes an understanding of cultural diversity, encourages participants to become global citizens, and addresses international challenges in partnerships with women from other countries. Program participants work on developing skills necessary to become leaders. The program allows young women to experience the freedom of working together in a female-friendly environment that supports their needs (University of Texas at Austin, n.d.-a).

In addition, the University of Texas' Center for Women's and Gender Studies offers *NEW Leadership™ Texas* (University of Texas at Austin, n.d.-b), a summer residential program that gives women from colleges and universities across Texas the knowledge and skills to

become effective leaders in politics, public policy, public service, and their communities (University of Texas at Austin, n.d.-a).

Aggie Women in Leadership (AWIL) is a women's leadership program at Texas A&M University designed specifically to prepare undergraduate women for leadership positions in student organizations while in college and after college as they build their careers. AWIL members attend leadership development workshops, visit with a mentor, take part in social events, and have the option of becoming a leader in AWIL the following year.

While there are many different student leadership program models used by colleges and universities, a study commissioned by the W. K. Kellogg Foundation (Zimmerman-Oster & Burkhardt, 2000) found that programs situated within colleges and universities had several commonalities among successful programs. Some of those commonalities include opportunities for students to build self-awareness with assessments, discussions, and reflection through journal writing where students could reflect on their leadership development experiences. Other activities include problem-solving activities taught through experiential learning, discussing diversity issues to heighten intercultural awareness and understanding of race, gender, class, and sexual orientation at the individual and collective levels. Service learning activities helped students discover what leadership means while volunteering in community service organizations or engaging in projects that benefit the needy.

Another signal of a successful program was if students also received credit on their transcripts, as many colleges and universities require students to give so many hours in a service-learning project. A mentoring component was also found to add value where participants are paired with an experienced leader that gives both parties an opportunity to build social capital and grow in their leadership capabilities while contributing to the success of someone other than

themselves. The study also determined that programs do well within a certain context, for example, women's leadership, business leadership, sports leadership, and so forth.

Women of color programs. In addition to leadership programs offered by colleges and universities, there are national leadership programs aimed at women of color, such as the National African American Women's Leadership Institute (NAAWLI), the National Hispana Leadership Institute (NHLI), and the Asian Pacific American Women's Leadership Institute (APAWLI). NAAWLI was launched in 2000 with the goal of developing and sustaining African American women leaders. The founders of the program saw the need for African American women to have access to a leadership development program that would help them grow and maximize their leadership skills and talents and provide a safe haven for personal growth. The program's website states that there are still significant barriers to African American women rising in the ranks of corporate America. A 2004 study of African American women in the workplace conducted by Catalyst supports this statement. The study concluded that "African American women are the mostly likely of all women-of-color groups to see their opportunities to advance to senior positions decline over time, in spite of the existence of diversity policies and practice" at corporations (Catalyst, 2004c, p. 4).

According to its website, NHLI was established in 1987 to address the underrepresentation of Latinas in the corporate, nonprofit, and political arenas. NHLI's mission is to develop Hispanas as ethical leaders through training, professional development, relationship building, and community activism. The organization offers three programs: (a) Executive Leadership, (b) Latinas Learning to Lead, and (c) Advancing Latina Leaders in Nonprofits. The 11-month Executive Leadership Program targets mid-career professional Latinas and uses a model that emphasizes building personal strengths. The program includes three components: (a)

training, (b) mentorship, and (c) leadership projects. Skill development and training support both a female and a Hispanic cultural lens.

NHLI also promotes a heightened awareness of social responsibility and stronger attention to the needs of the broader Hispanic community. To accomplish its mission of developing Latinas through training, NHLI partners with some of the nation's leading institutions such as the John F. Kennedy School of Government at Harvard University and the Center for Creative Leadership. Training consists of four one-week sessions, in a different city for each of the four weeks, with a goal developing participants' skills in cross-cultural communication, strategic management, public policy, and leadership building. The mentorship component commits participants to mentoring at least two other Latinas during the program year. The mentoring component may be a response to a 2003 research report on Latina women in the workplace that notes the lack of a mentor as the number one barrier to success for Latinas. Latinas "are often at a disadvantage because they lack crucial sponsors and role models and have difficulty accessing networks to advance their careers" (Catalyst, 2003b, p. 4).

To help young Latinas stay in school and be prepared to enter the workforce of the 21st century, NHLI created the Latinas Learning to Lead Program, targeted to Latinas 18 to 24 years of age and already in college. The Latinas Learning to Lead Program promotes and fosters the development of young college-age Latina leaders through training, mentoring opportunities, access to national networks, and by providing tools to create a community impact through leadership projects. The program selects 22 fellows annually. Session topics include effective communication and presentation skills, advocacy training, public policy issues affecting the Latino community, and other professional and leadership development topics. Since 2001, the

program has graduated over 200 Latinas. The program uses a combination of live training in Washington, DC, over a five-day period along with webinars and online mentoring.

The Advancing Latina Leaders in Nonprofits (ALL IN) is a new program started in 2010 for nonprofit leaders. The program seeks to cultivate, promote, and sustain emerging nonprofit leaders by helping young Latina professionals develop their leadership and management skills, find their voice as effective community leaders, and build external networks by providing access to role models and mentors. The program selects 22 fellows annually. The training component consists of a seven-day residential program in Washington, DC, a series of webinars, and nonprofit management track workshops. ALL IN participants are provided with tools to facilitate effective career planning, strengthen leadership skills, and sharpen management and communication skills. The mentoring component allows each fellow to be matched with a mentor or coach for development, but also requires fellows to be a mentor or coach to a younger Latina. With the support of the participant's employer, a leadership/community project component requires fellows to directly impact their institution with the newfound skills and knowledge from their training to address an organizational need or leadership issue within their nonprofit organization.

The Center for Asian Pacific American Women is a national, nonprofit organization dedicated to the enhancement and enrichment of leadership skills for Asian American and Pacific Islander women through education, networking, and mentoring. Their flagship program reflects the former name of the organization, the National Asian Pacific American Women's Leadership Institute (APAWLI) Signature Program, and selects Asian Pacific American women with eight-plus years of work or community experience and who are already viewed by their organizations, communities, and/or families as capable, talented, high achievers. The program

offers an intense learning experience by bringing together women from diverse backgrounds, ages, careers, and interests. APAWLI fellows convene for three sessions over a seven-month period with each session focusing on a different area of leadership development. The first area is foundational and addresses the question: “Who am I as a whole-person leader?” This involves self-reflection as well as understanding leadership behaviors and attributes of a whole-person leader. This part of the curriculum may be one of importance for Asian women because they are such a diverse group. Asian women in the workplace report “cultural values either learned in the workplace or taught by their families is sometimes at odds with successfully navigating American corporate culture” (Catalyst, 2003a, p. 4). The second session focuses on specific skills to be an effective whole-person leader. The third session highlights role models and different approaches to leadership. During the program, each fellow is required to develop and implement a learning project that will benefit at least 25 people (Asian Pacific Women, n.d.)

Executive women’s leadership programs. There is another category of women’s leadership programs outside the community leadership program category. Executive leadership programs have traditionally been a way for women to enhance their development and improve their potential for advancement (Valerio, 2006). The value of executive programs designed exclusively for women is that they give participants a chance to “hear how other women deal with issues of work-life balance, a topic that receives less focus in mixed gender programs” (Valerio, 2006, p. 17). Participation in these programs typically requires sponsorship through one’s employer and focuses almost exclusively on career advancement. Following are examples of women-only executive leadership programs.

According to their website, the Center for Creative Leadership (CCL[®]) is a top-ranked, global provider of executive education that develops better leaders through its exclusive focus on

leadership education and research. Founded in 1970 as a nonprofit, CCL[®] helps clients around the world cultivate creative leadership to achieve more than imagined by thinking and acting beyond boundaries. Their mission is to advance the understanding, practice, and development of leadership for the benefit of society worldwide. CCL[®] offers an array of programs, assessments, instruments and publications. The Women's Leadership Program, designed for and staffed by women, uses assessment and feedback tools, coupled with research-based content that centers on critical skills and development areas unique to women. The program is designed for mid-to-senior level women managers who want to become stronger leaders through a feedback-intense learning experience. The five-day program is offered in North Carolina and California with an average class size of 24 participants. It should be noted that the CCL[®] program typically is not described as a community leadership development program, but is included because of its focus on developing women leaders and would be open to women in nonprofit leadership.

Harvard University Women's Leadership Forum is a four-day intensive program geared for women executives in the business arena. This intensive program is designed to advance management and leadership skills and uses a combination of small groups, classroom discussions, and informal interactions. Participants also explore best practices, conduct new research, share insights, compare experiences, and try out new ideas (Harvard Business School, n.d.).

Bioneers is an educational nonprofit organization that seeks solutions to restoring people and planet with social and scientific innovations with nature-inspired approaches for the world's most pressing environmental and social challenges. According to its website, its women's leadership program cultivates leaders of any gender who have the capacity to effect transformative social and environmental change (Bioneers, n.d.)

The renowned Brookings Institute offers a leadership program designed for women who hold senior leadership positions or who are in line for a senior position in the federal sector. The program, Women's Leadership: Strategies for Success, teaches participants how to capitalize on distinctive female strengths while avoiding potential pitfalls. In a tailored eight-month program, women from across many federal agencies learn how to strengthen leadership qualities and explore the secrets of senior-level success while maintaining authenticity and balance. Learning takes place with a cohort of women dedicated to expanding their capacity for executive leadership. An emphasis on the power of learning cohorts, building networks and long-term relationships makes the Strategies for Success program distinctive. Participants meet for six one-day seminars over the course of eight months. The sessions are highly interactive and include a variety of networking opportunities, group-mentoring conversations, and peer-to-peer coaching. Between seminars, participants extend the classroom experience through selected readings and discussions, online conversations, and assessments.

The W. K. Kellogg Foundation's Women's Senior Leadership Program is geared toward female corporate officers to help them avoid barriers to the highest levels of corporate leadership. The Institute for Women's Leadership at Rutgers University offers several leadership development opportunities for women and is considered a pioneer in providing women's leadership education for corporations. Smith College is a distinguished liberal arts college established in Massachusetts in 1871 to provide an undergraduate education for women. The college is also one of the leading providers of non-academic leadership education for women through its Executive Education programs. For over 35 years, Smith College has partnered with Fortune 500 companies to develop, retain, and advance female talent at all levels of the organization, from emerging managers to senior-level directors and global leaders. Smith

programs are designed by women for women, drawing on an independent faculty of thought leaders and company partnerships to deliver on-target curriculum and accelerated learning experiences (Smith College, n.d.).

Statewide women's leadership programs. Statewide women's leadership programs are typically operated by independent nonprofit entities with the purpose of advancing women's roles in the marketplace, boardrooms, and politics, as well as influencing their communities in volunteer positions. An extensive search for these types of programs found only four: (a) Leadership California, (b) Leadership Illinois, (c) the Greater Missouri Leadership Challenge, and (d) Leadership Texas. Three of the four programs are the products of women who attended Leadership America in 1988. Initial funding for these new programs came from Texas philanthropist, Mrs. Ronya Kozmetsky, who supported women's issues. A synopsis of each program follows.

Leadership California. Founded in 1988, Leadership California is a program that seeks to advance women in leadership roles in business, social issues, and public policy. The Leadership California website touts over 1,200 women graduates from its program. The organization's primary program is its California Issues and Trends Program, which selects 60 women each year to participate in its program designed to develop and mobilize female leaders from a range of disciplines and industries. Executive women gain new insights into complex global, national, and regional issues facing California. The Program is conducted over four sessions, one each quarter, for three days at different locations around the state. Participants learn about topics such as changing demographics, economic development, education, housing, and health care challenges from experts in those fields (Leadership California, n.d.).

Leadership Illinois. Founders of Leadership Illinois were a part of the original class of women who attended Leadership America, a program of Leadership Women that was based on the Leadership Texas model. During that original class, participants were given a mandate to create programs similar to Leadership Texas in their home state. Leadership Illinois was established in 1988. The four founders of the program wanted to provide training to help women advance as leaders. Similar to other women's leadership programs, Leadership Illinois' objectives are to provide an opportunity for women to be exposed to ideas and philosophies of some of their community's influential leaders and provide opportunities for women to connect with each other women. According to the Leadership Illinois website, the organization is a professional and personal support network that brings together a diverse group of accomplished women from all sectors of society to educate, energize, and enlighten, so that each can be a catalyst for positive change.

During the three-day program, participants travel to different cities across the state and are able to gain insights about important issues facing the state, leadership styles, and learn creative problem-solving techniques. Its website lists the 2013 agenda topics as the Power of Government, the Power of the Individual, and the Power of the Marketplace. "We're a group of diverse and talented women united by the desire to educate, energize and enlighten so we can be a catalyst for positive change in communities and workplaces" (Leadership Illinois, n.d., para. 2).

Greater Missouri Challenge. Similar to Leadership Illinois, founders of the Greater Missouri Challenge were graduates of Leadership Texas and followed the mandate to create a women's leadership program in their state. However, the women who started the Greater Missouri Challenge were also AT&T employees (formerly Southwestern Bell) who had transferred to St. Louis, Missouri, from Texas. They modeled the program after Leadership

Texas and held its first class in 1990. The current program selects highly accomplished women for to meet for 12 days, focusing on issues of importance in Missouri. According to its website, the program covers several topics including leadership, state, business, cultural, education, and politics. The program provides women with an enriching experience that broadens their capacity to addressing the critical issues facing Missouri (Greater Missouri, n.d.).

Leadership Texas. As the largest and longest operating statewide women's leadership development program, Leadership Texas has a rich history. Its founding board members, Sarah Weddington, Jane Hickie, Ann Richards, Cathy Bonner, Judith Guthrie, and Martha Smiley, are women who later went on to make history within the state of Texas and nationally (Leadership Women, n.d.-b).

The accomplishments of these women are significant because they demonstrated one of the tenets of Leadership Texas, which is to build lasting collaborative networks and relationships among women. To gain an understanding of how these women were able to accomplish this, one would need to read their biographies below to see the interconnectedness of their lives and careers.

Sarah Weddington made history when she argued and won the landmark *Roe v. Wade* case before the United States Supreme Court in 1972, which legalized abortion. At the age of 27, she was the youngest woman to argue a case before the Court at that time. Weddington went on to serve three terms in the Texas House of Representatives. In 1977, during the Carter Administration, she became the first woman to serve as General Counsel of the United States Department of Agriculture. She then served as Assistant to President Carter from 1978 to 1981 (Weddington Center, n.d.).

Ann Richards, who later became Governor of Texas, had a long political history prior to becoming Governor and co-founding Leadership Texas. Known for her sharp wit, strong personality, and liberal political views, Richards entered politics in the 1950s, as a volunteer for several Democratic gubernatorial campaigns. She later ran the successful campaign to elect Sarah Weddington to the Texas House of Representatives in 1972. Four years later Richards made her first bid for public office and won a commissioner's seat in Travis County, Texas, in 1976. In 1982, she was elected state treasurer and re-elected to that position in 1986. In 1988, she was chosen to deliver the keynote address at the National Democratic Convention where, during her speech, she poked fun at then Vice President George H. Bush, saying, "Poor George, he can't help it. He was born with a silver foot in his mouth." The jab received a lot of laughter and put Richards in the national spotlight. In 1990, Richards ran for governor of Texas and won. In 1992, while serving as governor, Richards was appointed chairwoman of the Democratic National Convention where Bill Clinton was nominated to run for President of the United States. In 1994, Richards ran against George W. Bush, son of former Vice President and later President, George H. Bush for Texas governor. She lost her re-election bid and left office in 1995. Richards continued to be a prominent figure in Texas politics. She was a constant presence on the fundraising circuit for liberal groups and causes, championed women's health issues, and joined Austin-based Public Strategies (2012), a public relations firm. Richards died in Austin, Texas, on September 13, 2006 (University of Texas, n.d.-c).

Judith Guthrie was appointed U.S. Magistrate Judge for the Eastern District of Texas in 1986 where she presides over both civil and criminal cases in the Federal Court. Texas. She received her B.A. from St. Mary's College of Maryland in 1971 and her Doctor of Jurisprudence from the University of Houston in 1980, where she graduated cum laude. From 1981 to 1982,

she served as the briefing attorney to the Chief Justice of the Texas Court of Appeals in Tyler, Texas. She was also the first woman to lobby the Texas Legislature on behalf of business interests. Judith was in private practice from 1982 to 1986 with the firm of Hannah & Guthrie. In 1991, Governor Richards appointed her to the Texas Judicial Council, where she served until 1997. The Texas Supreme Court has appointed her to several task forces and special commissions, including the Gender Bias Task Force. In addition to being a founding member of Leadership Texas and Women's Resources, where she continues to serve as a board member, she also was a founding member of Women in Tyler, the organization that honors area women of excellence annually. Guthrie has been devoted to developing emerging women leaders throughout the state, acting as a mentor and role model (Leadership Women, n.d.-a).

Cathy Bonner was selected as one of *Fortune* magazine's 25 most influential women entrepreneurs in America and has experience in leading a variety of successful organizations in both the private and public sectors. At the time of this writing, she was President of Service King Collision Repair Centers and has founded several successful companies in the marketing, advertising, and cable television industries. For 10 years, her company Bonner Incorporated was the marketing agency for 12 state-owned 529 Plans that helped families save for their children's college education in Texas. Bonner was appointed by Governor Ann Richards to serve as Executive Director of the Texas Department of Commerce.

In that role, Bonner helped Texas create more jobs than any other state in the nation for three consecutive years, according to her profile listed with L. W. Bonner College. She is also the founder of The Women's Museum: An Institute for the Future, which opened in 2000 in Dallas, Texas. When the museum opened, it was the nation's first comprehensive women's history museum affiliated with the Smithsonian Institution. In 2011, the museum suffered from a

lack of funding due to the downturn in the economy and closed. After her friend and mentor Ann Richards died of cancer in 2006, Bonner teamed up with Lance Armstrong to find cures for cancer. She was instrumental in getting legislation passed in 2007 to create the Cancer Prevention and Research Institute of Texas. Her efforts led to a \$3 billion constitutional amendment that now funds medical research for cancer cures. Bonner serves as chairwoman of the Board for the Ann Richards School for Young Women Leaders Foundation and in 2005 published a book, *What I Want Next...30 Minutes to Reveal Your Future* (KERA, 2012).

Jane Hickie received a B.A. from Mount Holyoke College and a Juris Doctorate from The University of Texas at Austin. Hickie worked on political campaigns for Ann Richards and served in her administration as Director of the Texas Office of State and Federal Relations and as Director of Appointments to Boards, Commissions, and the Judiciary for the Office of the Governor. Hickie served as the executive director of the Texas Office of State-Federal Relations during passage of the North American Free Trade Agreement. Her office focused on bringing new federal funding to the U.S.-Mexico border and supporting major Texas projects such as the International Space Station and the Superconductor Supercollider at NASA. She also led the Government Relations practice at Public Strategies (2012) and was a partner in the Washington, D.C. law firm of Verner, Lipfert, Bernhard, McPherson, and Hand, where she managed complex federal initiatives in real estate, consumer products, tactical aircraft, parks, and transportation. She also led successful federal efforts to revive a U.S.-Mexican railroad and to convert an Air Force base to a commercial airport. Hickie is Senior Research Scholar at the Stanford Center on Longevity at Stanford University in California (Stanford University, n.d.).

Martha Smiley graduated from The University of Texas Law School in 1972 and was appointed to the Board of Regents of The University of Texas System in 1993 by Governor Ann

Richards. She was a partner in the law firm of Bickerstaff, Heath, & Smiley from 1981 to 1995. From 1979 to 1981, she served as counsel for Region VI of the Environmental Protection Agency, and from 1973 to 1979, she was chief of the taxation division of the Texas Attorney General's Office. She is a founding member of the Center for Women in Law at The University of Texas at Austin and is a life fellow of the Texas Bar Foundation, where she has chaired several committees. Ms. Smiley has served the community in a variety of leadership positions including organizations with particular emphasis on women's issues such as the Austin Women's Center, the Texas Rape Prevention and Control Project, and the Austin Commission on the Status of Women. In addition, she has chaired the Austin Women's Political Caucus and the Texas Women's Political Caucus, and between 1978 and 1979, she served on the Administrative Committee of the National Women's Political Caucus. Currently, she is counsel to the firm at Enoch Kever, PLLC (University of Texas, n.d.-d).

Over the years, the lives and careers of the six women who founded Leadership Texas were intertwined in many ways. They all supported women's issues and were involved in politics in some way, either running for an elected office or were appointed to a position or office by one of the co-founders of Leadership Texas or supported each other in those endeavors. It is clear that these women built and cultivated a social and professional network that served them and the community well. Bandura (2000) called this behavior collective efficacy, people who share a common belief and act separately, but in coordination, toward common goals. The founders of Leadership Texas acted as individuals, but also created a social system that accomplished goals for the benefit of that many women. The system is characterized by outcomes that are achievable only through the interdependent efforts of its members. The shared beliefs of these women allowed their collective power to expand the achievement of women in something similar to a

ripple effect. It appeared that helping Sara Weddington win a seat in the Texas House of Representatives was the drop in the ocean that started the ripple for all six of these women. All of the women seem to have benefitted from the election of Ann Richards to the governorship, as evidenced by the numerous appointments to various positions and agencies while she was governor.

EvaluLEAD

This study is guided in part by the EvaluLEAD methodology, which is a framework for shaping and evaluating leadership development programs. Grove et al. (2005) suggested that as graduates exit from leadership development programs and “begin to exercise their new learning and insights, there is a corresponding increase in the quantity, quality, variety, and duration of outputs, and impacts whose emergence it may have helped influence” (p. 1). However, the literature suggests that with any leadership development program, it is difficult at best to link cause to effect. In other words, we cannot be sure that the outputs and impacts were directly influenced by the leadership program.

EvaluLEAD background. The EvaluLEAD methodology was developed as a way of exploring and documenting the sometimes complex results of leadership development programs (Grove et al., 2005). The methodology grew out of two projects: the Population Leadership Program (PLP), funded by the U.S. Agency for International Development and a scan of leadership programs the W. K. Kellogg Foundation conducted. The EvaluLEAD initiative was started in 2001 in part to assist the PLP in determining how best to evaluate the program. In doing so, the PLP staff conducted a thorough literature review that revealed an abundance of theories and accompanying instruments for assessing changes in individual and group leadership characteristics linked to program activity (Grove et al., 2005). They learned that no

comprehensive evaluation methods existed for measuring the overall impact of leadership development programs. Grove et al. (2005) stated:

To begin to fill this void, PLP staff developed an overview of principles associated with evaluating the impact of leadership development programs, and then crafted an initial framework and discussion paper. In March 2002, in Oakland, California, this work was presented to an ad hoc group of recognized evaluation experts and colleagues from both nationally and internationally focused leadership programs. In a two-day session, more than 30 group members engaged in deep and lively discussions on the concepts presented and collaboratively developed a position paper outlining what subsequently evolved into the EvaluLEAD methodology.

During this same period, the W.K. Kellogg Foundation was completing a scan of 55 leadership development programs (including PLP) in multiple sectors to identify their varied approaches to evaluation and specifically to performance and outcome measurement. Recognizing the synergy of these two independent efforts, W.K. Kellogg Foundation invited PLP to conduct a secondary analysis to test the fit of the emerging framework against the output and outcome measures reported in the scan. (p. 2)

EvaluLEAD model. The EvaluLEAD model assumes an open systems perspective in the sense that a system is simply an organized set of parts that is best understood in the context of its relationships with other parts of the system, rather than in isolation. For example, a forest is a system. If you remove one of the trees or plants from the forest, it is still a forest. However, a tree in the forest can also be thought of as a system within itself. The survival of the tree depends on its environment, the forest. If the roots are removed from a tree, it cannot survive and will eventually cease to be a living organism if it is unable to produce new roots. In this regard, a system takes in resources from its environment and uses them in some way to produce an output. A tree situated in a forest draws nutrients and moisture from the soil and the sun through the process of photosynthesis. All of these components work together to give life to the tree, which in turn feeds other things in the forest. With regard to a leadership development program, an open system assumes that individual participants will simultaneously experience program and non-program stimuli and other interactions that may have an effect on what its graduates accomplish after leaving the program. This approach, an open systems approach, recognizes that

participants benefitting from leadership development programs also experience a multitude of non-program stimuli and are influenced by countless interactions and demands on their time and attention that are not linked to program demands and expectations, as illustrated in Figure 2.



Figure 2. Open System of Analysis. Concept based on *EvaluLEAD: A Guide for Shaping and Evaluating Leadership Development Programs* by J. T. Grove, B. M. Kibel, and T. Haas, 2005, Oakland, CA: Public Health Institute.

The EvaluLEAD framework uses four areas of analysis: (a) result types, (b) domains of impact, (c) forms of inquiry, and (d) context.

Result types. Result types can be characterized by three interrelated types of change that can occur with leadership program participants. Those changes are described as (a) episodic, (b) developmental, and (c) transformative.

1. Episodic results are time-bound results that can be attributed to the program or its graduates.
2. Developmental results are not so easy to document because they occur over time and can be characterized by changes that occur internally with individuals or organizations.

3. Transformative results represent intangible changes that occur in individuals, organizations, and communities.

Domains of impact. Domains of impact refer to areas or levels in which leadership development program results are expected to occur. EvaluLEAD methodology defines three distinct areas or levels of impact: (a) individual, (b) organization, and (c) community or society.

1. The individual domain is described as an individual who has participated in a leadership development program and retained personal benefits. The individual level of impact is where leadership programs can expect to see the most benefit to its participants (Black, 2006; Grove et al., 2005; Wituk, et al., 2003).
2. The organizational domain describes organizations such as the program participant's place of work, business, place of worship, or other entities in which the program participant is affiliated.
3. The community domain describes results of the leadership that can be found in communities where program participants live, work, or have some type of connection to a geographical area.

In describing individual level outcomes, Wituk et al. (2003) found that 70% of participants in a study reported that they clarified or identified their personal approaches to leadership while others were able to discuss their strengths and weaknesses as a leaders and what they planned to do to improve. Societal or community level outcomes “refer to the broader neighborhoods, communities, social or professional networks, sectors of society, or ecosystems to which the influences of program participants and graduates may extend” (Grove et al., 2005, p. 9).

Figure 3 displays examples of outcomes in each of the three domains and how they might possibly overlap. In her research, East (2006) found that 67% of the community leadership program participants she surveyed reported increased involvement in community initiatives.

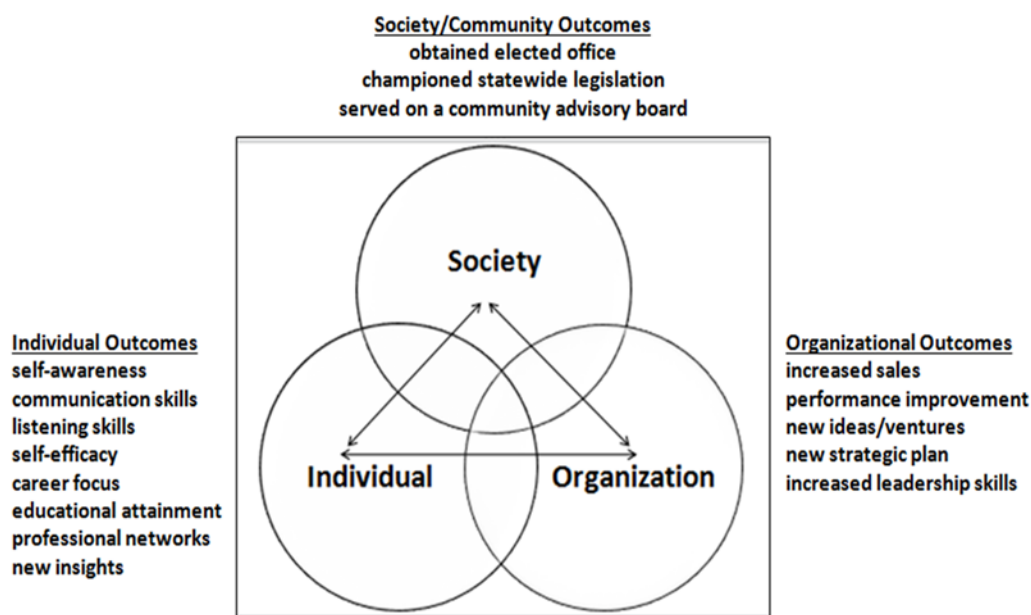


Figure 3. Example of possible outcomes in each domain. Information and concept from EvaluLEAD: A Guide for Shaping and Evaluating Leadership Development Programs by J. T. Grove, B. M. Kibel, and T. Haas, 2005, Oakland, CA: Public Health Institute.

Forms of inquiry. Forms of inquiry analyze two types of data or results: (a) evidential and (b) evocative. Evidentiary inquiry seeks to identify facts and descriptive evidence that creates a picture of the results of the leadership program in individual graduates, organizations, and communities. Both quantitative and qualitative methods may be used to record and analyze data. Evocative inquiry seeks “to capture and re-create some of the richness and human dimension of what is happening or has happened” (Grove et al., 2005, p. 9).

The evidential-evocative distinction is different from the quantitative-qualitative distinction that permeates the fields of evaluation and social science. The evidential-evocative distinction reflects the recognition that a balance needs to be struck between valuing both what can be measured and what cannot. (Grove et al., 2005, p. 10)

Use of evidential and evocative data in qualitative research can be useful as a means of establishing credibility and trustworthiness.

Context. The fourth area of analysis is context, which serves as a point of reference for all of the aforementioned areas of analysis and leads to the goals and expectations of a leadership program. EvaluLEAD is a unique methodology that combines data from domains of impact, forms of outcomes, and result types, forming a rich description of a program's outcomes across nine distinct lenses representing possible experiences, outcomes, and impacts, as depicted in Figure 4. Results space represents the full scope of potential results sought by a leadership development program (Grove et al., 2005).

Adding forms of inquiry to each yields 18 (9 x 2) prototypical evaluation activities. For example, one such activity might be using evidential inquiry to measure an episodic result occurring in the organizational domain. A second activity might be using evocative inquiry to illuminate that same result. A third activity might be using evocative inquiry to illuminate a transformative result in the individual domain. Each of these activities may then be prioritized by stakeholders and implemented according to the needs and resources of the program. (Grove et al., 2005 p. 11)

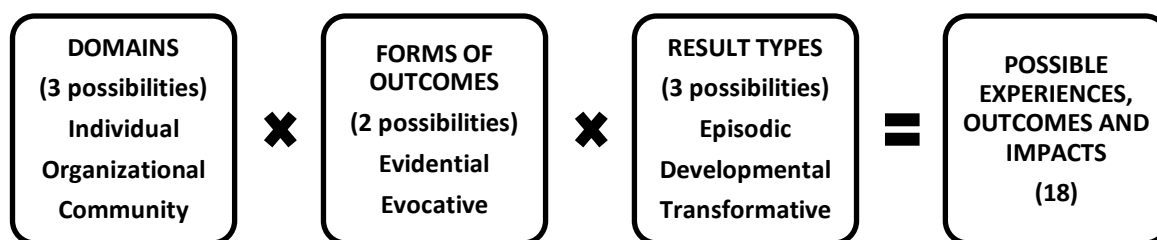


Figure 4. Results space. Adapted from *EvaluLEAD: A Guide for Shaping and Evaluating Leadership Development Programs* by J. T. Grove, B. M. Kibel, and T. Haas, 2005, Oakland, CA: Public Health Institute.

For the purpose of this research, there is no need to prioritize the areas of analysis, which may be nearly impossible to do. As Grove et al. (2005) emphasized, it is possible for one activity or experience to be viewed as an evidential inquiry, but that same activity or experience might also occur in the individual domain and be measured as a transformative result. EvaluLEAD is a

powerful tool for collecting data about leadership programs because it uses both quantitative and qualitative methods.

Summary

Chapter 2 reviewed literature on social learning theory, women and leadership, women-only leadership programs, and the EvaluLEAD framework. Social learning theory and its self-efficacy construct underpinned the core of the study and provided a bridge for understanding why women-only leadership programs were developed and the varieties of these programs. The literature reviewed on women and leadership provided a statistical understanding of how far women have come in terms of workplace leadership and where there are gaps between men and women in those positions. The review of the EvaluLEAD framework provided a thorough summary of the methodology and usefulness of its processes to the study.

Chapter 3: Methodology

Overall Approach and Rationale

The purpose of this study was to explore the experiences of women who graduated from Leadership Texas to gather their perceptions of the program's outcomes. This qualitative study explored and documented participants' perceived outcomes of the program within three domains: (a) individual, (b) organizational, and (c) community. The focus of this research was not a study of the practice of leadership, but the perceived outcomes of the Leadership Texas program. The researcher was interested in exploring the journeys of these women following graduation from the leadership program. While leadership scholars seeking to answer questions about culture and meaning have found experimental and quantitative methods to be insufficient on their own in explaining the phenomenon they wish to study (Ospina, 2004), qualitative modes of inquiry seem to provide more advantages. Creswell (2005) described qualitative research as

a type of educational research in which the researcher relies on the views of participants, asks broad, general questions, collects data consisting largely of words (or text) from participants, describes and analyzes these words for themes, and conducts the inquiry in a subjective, biased manner. (p. 39)

While this study was not intended to examine the practice of leadership, Geertz, (as cited in Klenke, 2008) noted, that "qualitative research methods add value to the study of leadership because they provide extensive, thick description of a phenomenon" (p. 12). Klenke (2008) further stated that the ability to offer thick, detailed description of the leadership issue or problem under investigation helps to capture multiple voices and perspectives, which this study sought to do.

Conger (1998) detailed the advantages of doing qualitative research related to leadership because of its

- flexibility to follow unexpected ideas during research and explore processes effectively;
- sensitivity to contextual factors;
- ability to study symbolic dimensions and social meaning;
- increased opportunities
 - to develop empirically supported new ideas and theories;
 - for in-depth and longitudinal explorations of leadership phenomena; and
 - for more relevance and interest for practitioners. (p. 114)

In qualitative inquiry, the intent is not to generalize to a population, but to develop an in-depth exploration of a central phenomenon (Creswell, 2005), in this case the phenomenon of individuals who have graduated from the Leadership Texas program. As stated in Chapter 1, there is a growing trend toward preparing potential community leaders through community leadership development programs, yet there is relatively little research available that determines the effectiveness of these programs. While the investigator was not attempting to determine the program's effectiveness, the results of the study may inform us about the influence of community leadership development programs on its participants. As a researcher, I not only sought to learn what accomplishments these women may have experienced in a tangible way, but (a) what meaning the experience had for them, (b) if they have been able to connect the experience to how they view their world, and (c) if the experience has led to any significant or life-changing events for them. The researcher considered a quantitative research design but ultimately agreed with Conger's (1998) argument that "quantitative research alone cannot produce a good understanding of leadership, given the extreme and enduring complexity of the leadership phenomenon itself" (p. 108).

There are four major paradigms that underlie many qualitative research methods: (a) constructivism, (b) interpretivism, (c) symbolic interactionism, and (d) pragmatism (Denzin & Lincoln, 2000b), each with its own ontology and epistemology. This study was situated within a constructivist paradigm because qualitative methods are consistent with and reflective of a social

constructivist perspective, “in which reality is best understood by studying the ways in which people perceive, experience, and make sense of the events of their lives” (Klenke, 2008, p. 14).

According to Guba and Lincoln (1981), the constructivist philosophy is idealist, pluralistic, relativistic, and self-reflective. The social world cannot be described without investigating how people use language, symbols, and meaning to construct social practice. Guba and Lincoln (1981) set forth the following primary assumptions about constructivism:

- “Truth” is a matter of consensus among informed and sophisticated constructors, not of correspondence with objective reality.
- “Facts” have no meaning except within some value framework; hence there cannot be an “objective” assessment of any proposition.
- “Causes” and effects do not exist except by imputation.
- Phenomena can only be understood within the context within which they are studied; findings from one context cannot be generalized from one setting to another.
- Data derived from constructivist inquiry have neither special status nor legitimation; they simply represent another construction to be taken into account in the move toward consensus. (pp. 44-45)

Research Design

The study was conducted using a narrative research design. This mode of inquiry was selected because the researcher deemed it the best option to learn the what and how about women who have graduated from the Leadership Texas program and to give them the opportunity to share their individual experiences and what those experiences meant to them. Denzin and Lincoln (2005) described narrative as “retrospective meaning making—the shaping or ordering of past experience” (p. 656). Narrative inquiry proved to be beneficial to the overall purpose of the study, which was to document and understand the experiences and outcomes as perceived by the participants. The researcher was able to gain an understanding of what those

experiences and outcomes meant by re-telling their stories and organizing the data into meaningful categories and themes.

Denzin and Lincoln (2000a) noted that “narrative inquiry as a whole is interdisciplinary with specific approaches shaped by the interests and assumptions embedded in researchers’ disciplines” (p. 658). The study took a sociological approach rooted in Bandura’s (1977) social learning theory supported by the three domains of inquiry of the EvaluLEAD framework. The narrative design allowed the investigator to discover what has happened to women following their Leadership Texas experience as they told their stories and to learn what meaning they attach to those experiences.

Research Sample

The sample for the study was composed of graduates of Leadership Texas, the largest and longest operating statewide leadership program in the United States exclusively for women. Leadership Texas, a community leadership development program of Leadership Women, is based in Dallas, Texas, and has been in existence since 1982. Annually, the program selects 100 women from across the state of Texas on a competitive basis. The program has graduated 2,868 women in its 30 years of existence. Program graduates represent a wide diversity of women in terms of ethnicity, age, education, personal backgrounds, marital status, country of origin, profession, and geographic representation within the state. Women selected for the study were at least 40 years of age and not older than 70.

A purposeful sampling strategy was employed because it is the most appropriate selection method to learn and understand the central phenomenon (Creswell, 2005). The standard used in qualitative research for choosing participants and sites is whether they are “information-rich” (Patton, 1990). In this study, past graduates of the program were the best sources of rich

information. While sampled participants included women who graduated from the program, they had to have graduated between the years 1983 and 2008 and preferably reside in San Antonio, Texas. The sampling strategy included two qualitative techniques. The first technique was snowballing, which allowed the researcher to locate one or two participants from known Leadership Texas graduates who, after being interviewed, were able to recommend others for the study. Maximum variation, another qualitative sampling technique in which the researcher selects individuals who differ on some characteristic or trait such as, age, race, place of residence and/or education was used to seek additional participants. This technique required the characteristics to be identified first and then find sites or individuals who displayed some dimension of those characteristics (Creswell, 2005). By design, the Leadership Texas program selects program applicants who represent a broad range of diversity in terms of ethnicity, age, geography within Texas, professions, educational levels, and personal interests. To achieve maximum variation, the researcher categorized participants by ethnicity, age, and year they graduated from the program.

Because of limited time and resources, 12 Leadership Texas graduates were identified and interviewed for the study. For convenience, priority was given to participants who resided in San Antonio, Texas, where the researcher resides. Leadership Women, the governing body of Leadership Texas, was contacted for permission to conduct the study with program graduates and to seek recommendations of possible research participants for inclusion in the study. Leadership Women also participated in the snowballing process by recommending candidates for interviews based on maximum variation criteria identified in the previous paragraph.

The researcher is a 2008 graduate of Leadership Texas and used personal contacts to seek study subjects, in addition to accessing the Leadership Texas graduate database via the LW

website. A recent search of the Leadership Texas graduate database revealed 185 graduates in San Antonio, Texas.

Interview participants were selected based on their availability for a face-to-face interview in San Antonio, Texas. To achieve maximum variation, the researcher made a concerted effort to select a diverse sample that included a range of ethnicities, ages, educational backgrounds, and diversity of professions. Another characteristic of selected participants that added to the diversity and richness of information collected was the perspectives and stories from women who graduated at different points within the program's history. Interviewees who graduated in the early years versus those who graduated in the middle and more recent years, as the program has grown and matured, had different experiences and perspectives to share.

Research Questions

The central research question for this study was, "What, if any, were the experiences and outcomes women have experienced after completing a gender specific leadership program?" The secondary research questions for this study were:

1. What individual outcomes have women experienced because of completing the Leadership Texas program?
2. How have women used their Leadership Texas program experience to benefit their organization(s)?
3. How have women used their Leadership Texas experience to benefit their local communities or the broader community?

Procedures

The questions that were used as a guide during the interviews were adapted from Leadership Program Outcomes Measures[®], a survey instrument developed by researcher Black

(2006). The survey was developed and used by Black for a 2006 dissertation on a community leadership development program and consisted of 22 open- and closed-ended questions. Black's survey was developed using the EvaluLEAD framework to structure questions around the three domains of the individual, organization, and community. The closed-ended questions in the survey were anchored on a 5-point Likert scale. Permission to use the survey was obtained from Black.

Using Black's (2006) instrument as a guide, the researcher was able to develop a series of questions for the Interview Protocol to be used during interviews with study participants. The Interview Protocol (see Appendix A) consisted of seven open-ended questions and six closed-ended demographic questions. The open-ended questions were divided into three parts, corresponding to the three research questions. The demographic questions were standard questions relating to age, race, place of residence, and education. The questions were designed to guide interviewees in telling their stories related to outcomes and experiences following their LT graduation to avoid ambiguity in relation to time sequence and relevance to the research topic.

A pilot was conducted on a small group of women to test questions that would be used during the interviews. The pilot was conducted with three Leadership Texas alumni who were asked to mark any problems with the questions, such as poorly worded questions, responses that did not make sense, the order of questions, or if it took an excessive amount of time to complete the instrument. Questions are usually tested on small groups to determine their usefulness and, perhaps, reliability. The questions are examined (sometimes quite vigorously) for bias, sequence, clarity, and face-validity (Marshall & Rossman, 2006). The purpose of piloting the interview questions was to ensure that questions asked during the interviews were clearly understood, refined, and would generate rich content that provides meaning about the post-Leadership Texas

experience. Creswell (2005) advised the researcher to revise the instrument before using it with the sample to be interviewed for the study.

In addition to clarity and a sense of order to interview questions, Sampson (2004) noted that

while pilots can be used to refine research instruments such as questionnaires and interview schedules, they have greater use still in ethnographic approaches to data collection foreshadowing research problems and questions, in highlighting gaps and wastage in data collection, and in considering broader and highly significant issues such as research validity, ethics, representation, and research health and safety. (p. 383)

Data Collection

Data for the study were collected in face-to-face interviews using an Interview Protocol. The setting for the interviews took place in a variety of environments that were conducive to interviewing such as private offices, conference rooms, and private homes where privacy and confidentiality could be maintained and monitored.

Potential participants initially were contacted via an email from the researcher informing them about the study and the opportunity to participate. After obtaining confirmation of participation, an interview date, time, and location were established. The interviews began with an explanation of the purpose of the study.

The interviews were conducted utilizing semi-structured questions to encourage spontaneous descriptions of experiences, but also to maintain consistency in initiating the interviews. In addition, there were five demographic questions. The interviewees were given a sheet of paper with the demographic questions and asked to answer those questions (see Appendix A).

During the interviews, data were recorded using a digital audio recorder and researcher note taking. The researcher employed a professional transcriptionist to transcribe the audio data

into text. All transcribed data were reviewed for accuracy when the researcher listened to the interview recordings a second time and then re-read the interview transcripts. Listening to interview tapes prior to transcription was also an opportunity for analysis, as was the actual process of transcribing the interview and rewriting and reorganizing observation notes (Maxwell, 2005). The transcribed data were then imported into the QSR NVivo qualitative data analysis software program to facilitate the process of preserving, analyzing, and sorting the data, which made retrieval of the data easily accessible.

Data Analysis

Once the data had been collected and transcribed, it were analyzed using the EvaluLEAD model as a guide. Categories for sorting the data were predetermined by the EvaluLEAD (Grove et al., 2005) framework as a conceptual model using the three domains to describe experiences and outcomes. However, the EvaluLEAD framework provided for additional forms of data analysis that expanded the possible categories as depicted in Figure 5. The primary or first level of categories addressed the three domains: (a) individual, (b) organization, and (c) community. The other possible categories are result types that address changes that occur within the domains and forms of outcomes that illustrate those changes and describe the meaning of those changes.

The researcher attempted to document and verify those changes and to extract the meaning of those changes in each domain. Extracting meaning was more of a challenge than verifying the factual aspects of organizational and community changes because it is the individual who assigns meaning to those changes. The researcher was only interested in documenting the voice of the participant and recording her experiences, thoughts, and feelings.

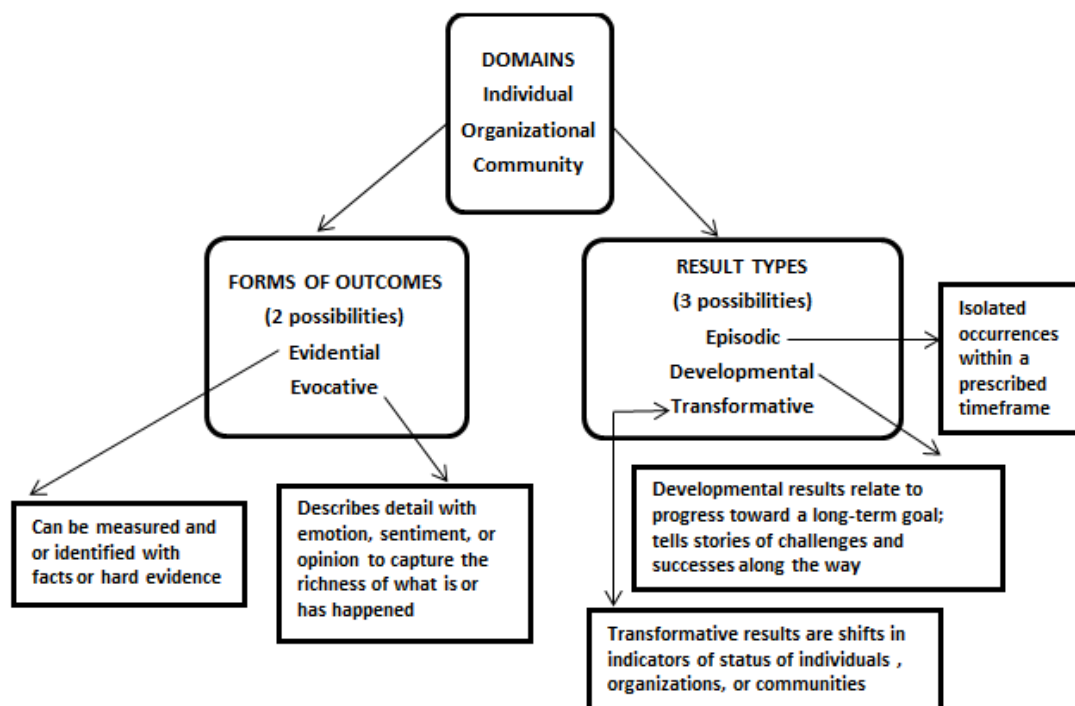


Figure 5. Types of possible outcomes in each domain. Information and concept expanded from *EvaluLEAD: A Guide for Shaping and Evaluating Leadership Development Programs* by J. T. Grove, B. M. Kibel, and T. Haas, 2005, Oakland, CA: Public Health Institute.

After all of the interviews had been transcribed and imported into the software program, the researcher developed broad themes to sort and code the data. In addition, researcher notes were used to record participant nonverbal behavior during the interview and to note issues within the environment, such as size and location of the interview space, temperature and lighting in the room, and mood of the participant.

Protection of Human Subjects and Ethical Considerations

The American Educational Research Association (AERA, 2011), among other entities, provides guidelines and a code of ethics for researchers conducting research with human subjects. Those guidelines cover ethical issues such as respecting the rights of participants, honoring research sites, and reporting research fully and honestly. In addition, the study proposal was reviewed and approved by the University of the Incarnate Word's Institutional Review

Board, that follows standards and guidelines established by the AERA for conducting research with human subjects.

According to the AERA (2011), some of the primary standards in protecting and respecting study participants are to give them information before they begin the study regarding its purpose, aims of the study, the use of results, and the likely social consequences the study will have on their lives, if any. Participants involved in this study received written information about the purpose of the study in the form of an email communication and verbally prior to start of the interview. Interviewees were informed that the purpose of the study was to explore the experiences of women who graduated from a leadership program and that the data derived from the interviews would be published in a doctoral dissertation written by the researcher.

Additionally, participants were informed about the purpose of the study and how their information would be used at three points during the course of the study. The first time was when they received an email invitation from the researcher to participate in the study. The second time was a verbal notification when the researcher contacted them. The third time participants received a written consent form was at the start of the face-to-face interview. Informed consent is a legal and ethical requirement prior to conducting research involving human subjects (Leedy & Ormrod, 2001). To protect the identity of study participants, a pseudonym was assigned to each participant so that their real names and identities were not used in published data and analysis. However, most of the participants in the study are well known in their communities, and many aspects of their lives that are described are identifiable in other articles and publications. Where appropriate, organizations and names of other people identified by participants were renamed or generally described to further disguise the identity of research participants. The research posed a

very low risk to participants as no part of the study was expected to harm individuals, organizations, or communities.

To honor the research site, Creswell (2005) stated respect should be shown by gaining permission before entering a site. While the researcher did not enter a physical site to conduct the study, the researcher had been in contact with the Chief Executive Officer of Leadership Women and received permission to access its program alumni for inclusion in the study (see Appendix B).

Additionally, interview recordings, transcriptions, and any other documents with identifying information were maintained in a locked file cabinet and on a personal laptop computer requiring password access in the researcher's residence. After completion of the research project, all research data identifying participants will be destroyed after two years.

Credibility and Trustworthiness

Researcher bias is a potential threat to the trustworthiness and credibility of a study. Lincoln and Guba (1985) contended that trustworthiness is composed of credibility, dependability, transferability, and confirmability as quality criteria for qualitative research. However, a number of strategies for increasing the credibility and authenticity of qualitative research have been developed (Klenke, 2008). For this study, the researcher employed four strategies to ensure trustworthiness and credibility: (a) maximum variation, (b) member check, (c) reflexivity, and (d) triangulation. Maximum variation is the "act of purposefully seeking variation or diversity in sample selection to allow for a greater range of application of the research findings" (Merriam, 2002, p. 31). Following the interview, the researcher shared parts of the analyzed data with interviewees to verify that their meanings and expressions were recorded and interpreted accurately. Reflexivity involves critical self-reflection by the researcher

regarding assumptions, biases, worldview, and relationship to the study that may affect the study process and its conclusion. Through reflexivity, researchers become aware of and monitor their potential biases and predispositions in an attempt to control those biases so that they pose minimal influence on outcomes of the research (Klenke, 2008). Triangulation was used to verify facts through multiple data sources and addressed the issue of internal validity by using more than one method of data collection such as combining interviews and participant observation to answer research questions (Klenke, 2008). These four strategies did not follow a linear process, but were employed throughout the study beginning with data analysis and followed a circular motion as illustrated in Figure 6.

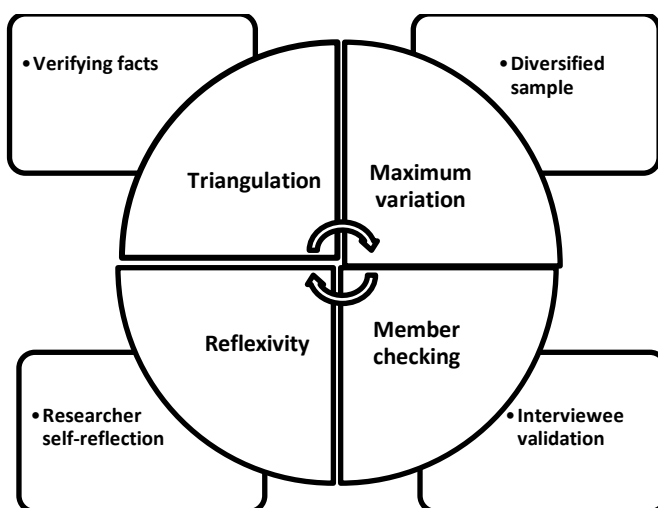


Figure 6. Credibility and trustworthiness diagram. Based on information contained in *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research* (2nd ed.) by J. W. Creswell, 2005, Thousand Oaks, CA: Sage Publications.

Summary

The researcher determined that a narrative interview design was best suited to address the research questions and purpose of this qualitative study. The research design allowed the researcher to interview 12 women, exploring and documenting their experiences and perceptions

after they graduated from the LT program. The study was situated within a constructivist paradigm whereby participants told their stories and explained what the experience meant to them. The EvaluLEAD framework figured prominently in analyzing the data, using the three domains of individual, organization, and community.

A pilot study was conducted with three women to refine the interview questions before data collections began. Interviews were conducted face-to-face, using a digital audio recorder, and researcher note taking. The study was expected to pose no more than minimal risk to its participants. An informed consent form was given to each participant prior to the interview. All data were password protected on the personal notebook computer of the researcher. Pseudonyms were used to protect the identities of participants. All data will be held for two years following publication of the study and then will be destroyed.

As an LT alumna, the researcher recognized that she was biased and employed four strategies to ensure trustworthiness and credibility: (a) maximum variation, (b) member checks, (c) reflexivity, and (d) triangulation with others who were familiar with the program.

Chapter 4: Findings

The purpose of this qualitative study was to explore the experiences of women who graduated from the Leadership Texas program between 1983 and 2008 to document their experiences and perceptions of the program's outcomes. Chapter 4 consists of the results and analysis of findings based on the methodology presented in Chapter 3. This qualitative study used a narrative research design.

The central research question used to frame this study was: "What, if any, are the outcomes women have experienced after completing the Leadership Texas program?" In addition, using the EvaluLEAD framework as a guide, there were three secondary questions for this study:

1. What individual outcomes have women experienced because of completing the Leadership Texas program?
2. How have women used their Leadership Texas experience to benefit their organization(s)?
3. How have women used their Leadership Texas experience to benefit their local communities or the broader community?

The organization of data presented in this chapter provides a logical guide to understanding the study's execution and findings. The chapter includes an overview of the research procedures, data collection, data analysis, participant profiles, and a summary.

Research Procedures

To conduct the interviews, the researcher used an Interview Protocol consisting of seven open-ended questions and six closed-ended demographic questions. The Interview Protocol was

used to guide participants in telling their stories related to outcomes and experiences following their LT experience (see Appendix A).

A pilot study was conducted with three LT alumni to test the Interview Protocol that was used during the interviews. Table 1 displays demographic data for each LT graduate who participated in the one-on-one pilot interviews.

Table 1

Demographic Data of Pilot Study Participants

LT Year	Pilot Participant #	Race	Age Range Then	Age Range Now	Education	Current Occupation
1997	1	Hispanic	40-49	60-69	BA	CEO of nonprofit
2003	2	White	40-49	50-59	BS	Financial Consultant
2005	3	African American	40-49	50-59	MS	CEO of nonprofit

Each pilot participant was identified with a number instead of a pseudonym. The researcher attempted to achieve a degree of variation with pilot participants by purposely selecting one African American, one White, and one Hispanic woman. Each of the pilot participants fell within the age range of 40-49 years old at the time of their LT experience. Two of the pilot participants were in the 50-59 year old age range and one was in the 60-69 year old range at the time of the pilot study. All three were college educated and are employed in executive level positions. Two were associated with nonprofit organizations, while one was an independent financial advisor with her own consulting firm.

The pilot study sample was diversified by ethnicity and the year in which the alumni completed the program. The purpose of the pilot study was to ensure questions asked during the interviews could be clearly understood, would generate rich content that would provide meaning

about the post LT experience, and ensure that the interview could be conducted within a one-hour period.

Prior to commencing the pilot interview, participants were given a copy of the Informed Consent to read and sign. In addition, they were given a copy of the Interview Protocol to read on their own. After reading the Interview Protocol, participants were asked if they had any questions about what they had just read or questions about the process. No questions were asked by participants, and all indicated they understood the process. The rationale for giving pilot participants the questions prior to the start of the pilot interview was to test for poorly worded questions or illogical responses to the demographic questions.

There appeared to be no pattern indicating that a particular question was confusing or problematic. However, the researcher discovered that small talk unrelated to the study was necessary to put participants at ease to prepare them for the interview. Samples of the semi-structured and demographic questions asked during the pilot interview are shown in Table 2.

While the Interview Protocol consisted of semi-structured questions, the researcher found it necessary to ask probing questions to prompt participants to elaborate on their answers to important questions.

Because of the pilot study, no changes were made to the questions to be asked during the interview. However, the researcher modified her behavior in the process by taking a less structured, less hurried approach, and by taking time to establish somewhat of a relationship with participants in the limited time available during the interviews.

Table 2

Sample Interview Questions

Sample Semi-Structured Questions	
1.	Briefly describe three ways you have been personally impacted because of your LEADERSHIP TEXAS experience.
2.	Describe your involvement in organizations at the local, state, and national levels, if any.
Sample Demographic Questions	
1.	My age range when I participated in LT: <input type="checkbox"/> 20-29 <input type="checkbox"/> 30-39 <input type="checkbox"/> 40-49 <input type="checkbox"/> 50-59 <input type="checkbox"/> 60-69 <input type="checkbox"/> 70-79 <input type="checkbox"/> 80-89
2.	My ethnicity is: <input type="checkbox"/> Caucasian <input type="checkbox"/> African American <input type="checkbox"/> Hispanic <input type="checkbox"/> Asian American <input type="checkbox"/> Native American <input type="checkbox"/> Other:

Data Collection

Participants. Primary data for this study was derived from one-on-one interviews conducted with 12 LT alumni. The researcher collaborated with Women's Resources to gain access to study participants and identified 35 initial participants. Those 35 names were derived through a process of identifying names of individuals familiar to the researcher, but who did not necessarily have a relationship with the researcher. Additionally, those 35 individuals were believed to reside in the San Antonio, Texas, area and were active in the community and/or professionally engaged.

With suggestions from LT staff, the researcher narrowed the list to participants who met criteria relating to diversity of ethnicity, age, and year in the LT program. Some names were eliminated from the list because it would have resulted in an abundance of participants in one or more demographic categories and not enough in another, for example, 10 White women in the 50 to 60 year age range and 2 Hispanic women in the 30 to 40 year age range. At that point, the

researcher did not have access to specific demographic information to make educated decisions about whom to invite to participate in the study and relied on a best guess.

The LT database was a good source for locating participants, but not all of the contact information was up-to-date or accurate. However, through the alumni database and other social media such as Facebook and LinkedIn, the researcher was able to secure email addresses for 22 potential research participants. Because of limited time and resources, LW did not make initial contact with potential participants, but agreed to allow the researcher to make initial contact concerning this research with instructions and information to contact LW if there were questions or concerns about the research.

The researcher sent personal email invitations to participate in the research study to 22 potential participants (see Appendix C). Four of the potential participants were sent email messages through either Facebook or LinkedIn because no other email address was available. Of the 22 email invitations that were sent to LT alumni, 17 responded positively. Two of the 17 responded to the interview request after the researcher had completed interviews and reached the maximum number of women needed for the study. Those two women were not interviewed. Five of the 22 women who were invited to be a part of the study never responded. It is not known if they ever received the email invitation. Figure 7 displays the number of initial potential participants to be invited to participate in the research, the number of invitations actually emailed, the number of positive responses received, the number of non-responses, and the number of late responses.

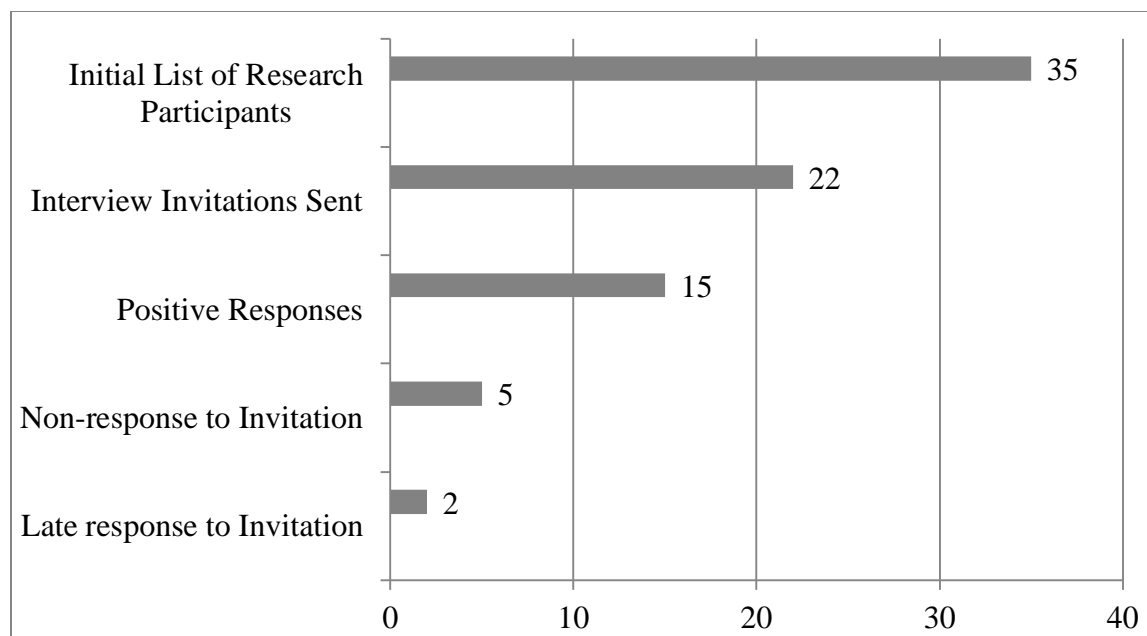


Figure 7. Response to invitation to participate in the study.

Positive responses to the invitation to participate in the research were followed up by the researcher to schedule the interviews. All participants were given the option to select a date, time, and location convenient for them. The only stipulation on the meeting was to select a location where privacy could be achieved so that the interview could be recorded with minimal interruptions. Of the 17 participants, three were used for the pilot study. Twelve women were interviewed for the study. Interviews with the 12 were conducted over a period of eight days.

Interviews. At the start of each interview, the researcher explained the purpose of the research and what was to be accomplished during the interview. Each participant was given a copy of an Informed Consent to Participate in Research form to sign prior to the start of the interview (see Appendix D). In addition, the researcher briefly explained that the interview was being recorded and that no one other than the researcher and the transcriptionist would hear the recording. The researcher allowed time for small talk about family or current events before transitioning into the interview. Once the interview started, the researcher used an Interview

Protocol consisting of semi-structured questions as the primary research instrument (see Appendix A).

As a precursor to the interview questions, research participants were asked to reflect on what they remembered about the program, then to think about what experiences they have had since graduating from the program, regardless of whether they perceived the experiences as being related to the LT program. They were asked to think about personal and work-related experiences.

A digital recorder was used to capture each interview. Handwritten notes by the researcher captured information about the setting of the interview location. All participants were receptive to the process and appeared comfortable having the interview recorded and the interviewer making periodic notes throughout the interview.

The interviews averaged between 40 minutes to one hour and 8 minutes. The one interview that lasted longer than one hour resulted at the request of the interviewee who asked that the recorder be turned back on because she wanted to add something that was not mentioned during the interview and wanted to ensure it was recorded.

Primary data from the interview recordings were transcribed using virtual contractors. The researcher chose to work with transcribers in this manner because of their efficiency and reasonable costs compared to local service providers. Secondary data were collected from a variety of sources such as articles and other documents as a means of verifying that some of the data collected from research participants was factual and evidential.

Data Analysis

Demographic data. Table 3 displays the demographics of study participants. To maintain anonymity, each participant was given a pseudonym by the researcher to protect her identity. The 12 participants in this study were LT alumni selected from the inaugural class in 1983 through the 2008 class. Of the women who graduated from the program prior to 1990, all were in the 30 to 39 years of age range, in contrast to those who graduated after that period who were in the 40 to 49 year old age range. By design, the LT program selects women who are recognized as accomplished in their fields and communities and are typically in the 30 to 49 year old age range. The LT Selection Committee does not have an age range as a criterion for selection. Successful applications to the program are based on several factors; however, women who apply for the program are often mid-career professionals or entrepreneurs.

Typically, these women could afford the cost of the program, could take time off from their work to attend multiple sessions around the state, and were less likely to have childcare concerns. These factors may be related to the age of participants who were at a place in their careers where cost and time off were not barriers to participating in the program (C. Mathis, personal communication, March 2013). The paucity of age ranges diminished the researcher's ability to achieve maximum variation of the sample group in terms of a diversity of age ranges.

Overall, the women were highly educated, two having law degrees, five with master's degrees, four PhDs, and one bachelor's degree. Of the two with law degrees, one was a practicing attorney, and the other was a retired judge. Because a purposeful sampling technique was used, the researcher was able to select an ethnically diverse sample group consisting of three African Americans, five White, and four Hispanic women. However, at the conclusion of the

one-on-one interviews, each participant was given a questionnaire with demographic questions where they were able to self-identify race and other personal information.

Table 3

Demographic Data of Research Participants

LT Year	Pseudonym	Race	Age Range Then	Age Range Now	Education	Current Occupation
1983	Madeline	White	30-39	60-69	MBA	Adjunct instructor
1986	Judy	Hispanic	30-39	60-69	MBA	CEO of nonprofit
1987	Jennifer	Hispanic	30-39	60-69	PhD	Retired nonprofit CEO
1988	Betty	White	30-39	60-69	PhD	Consultant
1989	Barbara	White	30-39	60-69	JD	Retired judge
1992	Margret	White	40-49	60-59	PhD	CEO/entrepreneur
2001	Susan	African American	40-49	50-59	MS	Accountant at nonprofit
2004	Renee	Hispanic	40-49	50-59	MA	Retired federal manager
2007	Alicia	White	40-49	50-59	BA	Partner/entrepreneur
2008	Melinda	African American	40-49	50-59	MS	CEO of nonprofit
2008	Eileen	Hispanic	40-49	40-49	J.D.	Attorney/partner
2008	Carol	African American	40-49	40-49	PhD (ABD)	Federal manager

The sample group represented a variety of industries, but almost all could be classified as nonprofit organizations or had some connection to the nonprofit sector. One participant listed as a partner/entrepreneur was a partner in a firm that provides services to nonprofit organizations. The participant listed as a consultant was an independent business person whose services are performed exclusively for nonprofit organizations. The only participant not connected to the nonprofit sector was an attorney. Three of the 12 participants were retirees, but still active in the

community. The majority of the women were native Texans, but not necessarily native to San Antonio.

There were many similarities among the women, but each one had a different story to tell that reflected their perspective on LT, their experiences, and perceived outcomes since completing the program. It should be noted that there was no reluctance from any of the participants to be interviewed for this study. In fact, almost every participant recommended another LT woman they thought should be included in the study. These recommendations were unsolicited. The researcher had anticipated employing a snowball sampling technique to locate research participants, but found that technique to be unnecessary as enough of the initial LT alumni who were invited to participate responded positively. All participants seemed more than willing to talk about their experiences and were very opinionated about women, leadership, and the LT program.

Overview of data analysis. To analyze the data, the researcher used a process of listening to the audio recording of an interview while simultaneously reading the transcript of that interview. Listening to the audio recording helped the researcher gain a better understanding of what the participant was communicating. The researcher listened to the voice of the participant for tone and how words were expressed and enunciated. This helped the researcher recall the mood of the interviewee at certain points in the interview. The researcher also listened for laughter and for her own voice in response to the interviewee. Along with field notes, this helped the researcher recollect facial expressions and body language that further shed light on feelings and meanings of the participants during the interviews.

The interviews resulted in over 150 pages of text. Passages of interest were highlighted in transcripts with the researcher's hand written notations in the margins about the passage. A

color-coding system for certain words or phrases was used to identify passages of interest to aid in determining categories and themes later.

An inductive approach was used to allow categories and themes to emerge from the data. With this approach, the researcher was able to condense and summarize data while establishing links to the research purpose. As categories emerged, the researcher used a grouping system to further collapse those categories into broad themes. Using the frequency of certain words and similar meanings of words or phrases as criteria for a category, major themes began to emerge from the data. To organize and analyze the data, the researcher used a combination of NVivo software and word searches in Microsoft Office software that assisted in determining major themes.

Participant Profiles

Participant profiles were developed by listening to audio recordings and extracting data related to the research question from the transcribed interviews. Each participant profile was structured around the following: (a) context of the interview setting, (b) biographical information, (c) participants' memories about the LT program, (d) participants' post LT experiences, and (e) a quote by the participant. Additionally, some profiles may contain biographical information revealed during the interview along with what is known about the woman through websites, magazine articles, and public information gained from the demographic questionnaire. When possible, words of the participants were used. However, the researcher edited some parts of participants' words for clarification. Secondary data were included because they serve as an evidentiary reference for outcomes sought to answer the research question. For example, if a participant stated that she received a national award for

some act of service, the researcher diligently attempted to verify that information. To gain a mental picture of these women leaders, following is a brief profile of each participant.

Madeline. Madeline is a friendly 60ish year old White woman who was very excited about participating in the study. We met on a Friday afternoon in the library of the university where she is an adjunct instructor. It appeared that she had thought through what she wanted to say about her LT experience because she had prepared handwritten notes on a sheet of paper. She was in the 1983 inaugural LT class and had many stories to tell. In fact, she had more stories to tell than time would allow. She had written notes in advance to ensure she did not forget anything important she wanted to share. She was very proud of the friendships she had developed with women she met in the program and still maintains close relationships with several of those women. When asked how she found out about the program, she stated:

There was a little article in the newspaper. A little, tiny thing about women and leadership statewide. As a student at the University of Texas, I was very active in campus leadership, so the article spoke to me. At the time I saw the newspaper article about LT, I had just had my second child, my daughter. (Madeline, February 11, 2013)

At that time Madeline was a mother of two small children and was somewhat isolated. Her son had asthma and required a lot of attention, so she worked part-time from home. At the conclusion of LT, Madeline and a few other women from her LT class were so inspired that they started a women's organization. Like LT, this group was for women only. The organization was to meet monthly for lunch with a speaker. The purpose of the group was to recognize local women leaders and to provide opportunities for further development of women's networking. Madeline is the founding president. That first year, they invited about 120 women to join. To Madeline's surprise, they all responded! The group was able to get a state charter and obtained 501(c)(3) nonprofit tax-exempt status. The organization is still functioning and invites both men and women speakers such as the elected officials and other city leaders.

Judy. The researcher met Judy for the interview at her place of employment where she is the President and CEO of a large nonprofit organization. The organization's offices are located in an older section of the city in an old building that has been remodeled. She seemed very proud of the fact that she was able to salvage and reuse something old, giving the researcher a tour as they walked to her office, explaining what different parts of the building were used for long ago and what it is used for today. Judy is a modest Hispanic woman with salt and pepper hair, yet she has a commanding executive presence about her. Her story is unique. Judy was in the LT class of 1986. At that time, she was a nun serving in another Texas city. She had joined a religious order when she was 18 years old, believing that to be the best way to serve God and help people. That year in LT turned out to be a pivotal year for her.

At that time, she was responsible for telecommunications of the diocese where she had developed two television studios, two radio stations, and established the first cable television public access channel in her town. After holding the job for 11 years, a new bishop arrived at the diocese and decided that it was time to hire a professional general manager. Judy explained that "professional" meant a man. The new, professional general manager would be paid \$50,000, while as a nun Judy had only been paid \$8,000 for the same job. It should be noted that she was given the opportunity to work for the new male manager, at the organization she built. This news was a devastating blow for her. However, at the suggestion of another woman, Judy was encouraged to apply for LT because it would be a good opportunity for her to be in the presence of nurturing women, while she decided what her next steps would be. This is how Judy described what led to her getting in to LT:

So I said, "Thanks, but no thanks." He [the bishop] said, "you could work for the guy," but I said no. My Sister community, the Sisters of _____ were very supportive, and said, "What would you like to do?" I was in a teaching order, so I decided I really wanted to get an MBA degree. So during that same time a friend says, "You know, you need to go

through this Leadership Texas program, because you'll meet a lot of people as you're going through this transition of deciding what you want to do in your next life," because I was basically right out of high school into the convent. She said, "Maybe it will help you find other avenues to fulfill your mission." So I went through Leadership Texas wearing a veil, then at the end, when I left Leadership Texas, I was no longer wearing a veil. This meant I had left the Sister community.

I remember thinking how blessed it was that I could be part of LT. I had lived a very sheltered life, and these women were not only brilliant, but were also life-giving. (Judy, February 12, 2013)

Jennifer. She is well known in her community. She is a Latina who retired as CEO from an organization she founded. As a young woman, she developed a parenting education program that has grown into a national organization recognized as a model program. She is a wife, mother, and grandmother. When she retired after 36 years from the organization she founded, she planned to work in her garden and spend time with her family. However, her passion for children and families led her to run for a local political office and to lend her voice to issues of importance in her community. The interview was held at her 90-year-old mother's home at her request. Even though she is in the midst of a campaign as the challenger for the local office, she ensures that she keeps her commitment to be with her mother on her designated day to care for her. She was also determined to make time for the interview that had already been cancelled once before. When the researcher arrived at her mother's home in an older middle-class neighborhood, Jennifer was not there. She left a note on the door that she had gone to take her mother to get something to eat and would be right back. When she arrived some 15 minutes later, she hurriedly yelled out to the researcher to "come on in," to which the researcher replied, "Take your time." Jennifer gently helped her mother into the house and got her situated for her afternoon nap.

The interview was held in the kitchen, where we sat at the table chatting about family issues and things long past. She explained why she was taking a second run at the same city

office, that she had failed to win two years ago. She revealed that she had also considered running for a school board position. Jennifer did not believe members of the school board were acting in the best interests of the children in that school district. However, she explained that she was encouraged to try again for the city council seat because the current city council member for her district was running unopposed. She lost the previous election by just a handful of votes and feels she can win this time. Jennifer is running because of her love for children and what she considers to be a calling or higher purpose for her life.

She founded her organization in 1973. By the time she was selected for LT in 1987, it was a very critical time for her. Her organization that had always struggled for funding was at a crossroads. She was considering closing it down and moving on to something else.

We were growing slowly, setting a strong foundation and getting the results that we wanted out of the program. Then politics came into play around 1987. It was a very good time to find the support of women. I had to put up with shenanigans that were going on and figure out how to strategically undo them. The program would have closed down because of what was happening if I had given up and not struggled to survive. The timing of LT was good. It gave me the strength, courage and affirmation that what I was doing was critical and was worth fighting for. I had to figure out a way to keep the politicians from closing a very important program that was doing a lot of good in the community. It was sheer politics from one man who felt threatened by a very strong woman. I had approached him about finding a facility in his community. We had the money for the services, but we did not have a facility. He said he would help me, but he didn't. Because I believed him when he said he would help me, I started looking for a facility. When I found a building, I went to him and I said, "Councilman, I found the perfect facility." And he says, "Oh! You can't have that site. It's for my constituents." And I said, "Sir, the people we serve are your constituents." That's all I said, and he said, "Don't you ever tell me who my constituents are." And before you know it, he's about to close down my program. It was unbelievable. (Jennifer, February 15, 2013)

Betty. Betty is a petite White woman who appears to be years younger than her actual age. The researcher went to her home on a Monday morning in a gated community in an older section of San Antonio. While the researcher had known of Betty for a number of years, they had never formally met. As the researcher parked her car in the visitor section of the interviewee's

subdivision, she wondered how receptive Betty would be. Betty seemed very friendly via email and over the phone when they talked about meeting for the interview.

Meeting her for the first time was warm and friendly; it felt like old friends getting re-acquainted. When she opened the door to her home, she greeted the researcher with a hug and big smile. The interview was conducted on an overcast, breezy day. They sat at the dining room table, where the researcher admired artifacts from Betty's years of travel around the world as a military spouse. Several items appeared to be from Japan, which she confirmed. The interview began with small talk about Betty's family and her current transition from a job as a consultant, for which she commuted between San Antonio and an east coast city. When reached via email to request an interview for this research, she replied immediately with a "yes" and seemed genuinely delighted to talk about her LT experience. When she went through the program in 1988, she was Executive Director of a nonprofit organization she founded that provided services for children with special needs. She is also the mother of a special needs child whom she adopted. She and her husband are currently raising their teenaged granddaughter. She started the interview by telling the researcher what she remembered most about the program:

I remember quite a bit, 1988, the best class ever! We had a great group. It was really a life-changing experience for me because I was head of a nonprofit at the time and was very intense at what I did. I hadn't realized that from 1982 when I started the nonprofit to 1988 that I hadn't done much else, or whatever else I did was within the usual circle of the same people, working on child abuse issues and things like that. First of all, I couldn't afford the program because we were still paying back debts, had two children—one with special needs, and so I almost didn't apply. But I ended up getting a scholarship for it, which I was thrilled to get. I didn't know what to expect, but I was prompted to participate to be able to interact and interface with people that had so many talents in different areas. When I think through the experience, it was almost like, awe-inspiring. And so, just to have so much diversity and recognize that each person has their own talents—that was really impressive. (Betty, February 15, 2013)

Barbara. The interview was held on a Monday morning at a coffee shop near her home. When Barbara arrived, she ordered breakfast and would not allow the researcher to pay for her meal. To look at Barbara, you would never know that she is a retired county judge and women's rights advocate.

To give the participant time to consume her breakfast, the interview was started with small talk about families, community events, people they both know, and, of course, the weather, which happened to be absolutely gorgeous that day. Once she was finished and ready to talk, the interview process was started with a brief explanation of the purpose of the research. She was given the consent form to read and sign.

Barbara is an interesting and humble White woman. As a county judge and women's rights advocate, she was a pioneer, of sorts. She was first elected a county court judge in 1985 when she was just 34 years old. When she started, she handled misdemeanor criminal cases and some domestic violence cases. At that time in the county where she presided, domestic violence cases were heard in eight different courts with only one prosecutor to try all of the cases. Barbara said cases were often dismissed by judges or charges dropped because the prosecutor was overworked or not prepared to take the case to trial. The system was broken and did nothing to protect victims.

In an attempt to change the system, Barbara requested that all domestic violence cases be sent to her court. In addition, she pressured the district attorney to assign a second prosecutor to handle domestic violence cases to ease the load. The district attorney agreed to designate her court and one other male judge to try domestic violence cases and added an additional prosecutor to try those cases.

Barbara was not content with just hearing domestic violence cases; she implemented a *no dismissal policy*, meaning that every defendant had to be brought to trial. She also collaborated with various agencies to develop innovative programs for domestic violence perpetrators and victims. She blazed a trail in changing the system and how those involved with domestic violence are treated by the legal system. However, as they say, “no good deed goes unpunished.” Barbara’s work was not well received by all.

Through a series of events related to one particular case, Barbara was jailed for contempt of court. According to news articles at the time, she eventually resigned, stating that she was the victim of politically motivated harassment and that controversies surrounding her made it difficult for her to continue to be effective at her job. Barbara explained why she got into LT:

I got in LT for the networking. In 1989, I was one of only four women judges that had ever been on the court. I was young and the only woman on a criminal court. I was very isolated and naive. I was not liked at the courthouse. In many ways, I saw LT as a safe haven, a place where I could vent. Because I wasn’t allowed to. I was almost too wimpy to do that. I had to put up this wonderful front. But during LT, I could be with these women that were going through the exact same challenges, being probably the only woman in the setting that they were working. It was extremely comforting and very cathartic for me. We shared war stories and talked about our journeys, and that was a very important part of it. For a lot of us, and I know I was, we were still building resumes. For me, it’s like, “What do you put on your resume after you have already become a judge?” And so it was a chance to be identified officially as a leader and not just in your immediate circle, but also on a grander scale. (Barbara, February 2013)

Margret. Margret is a 58-year-old White woman. She is President and CEO of a bioscience firm she founded 20 years ago. She is an authority on molecular and regenerative medicine and conducts stem cell research. She has received much recognition for her work and is active in her community. She holds a PhD and was previously on the faculty at a university where she was the first woman with a PhD in a field dominated by men. The interview was held on a Wednesday afternoon in her office. The researcher was greeted by Margret’s husband, who escorted her to a conference room and offered snacks and beverages. When Margret did appear,

she was very energetic and apologized for the wait, explaining that she was finishing a PowerPoint presentation she was working on.

In 1973, Margret moved from Florida to Texas to attend the University of Texas at Austin, where she had a scholarship to study microbiology. However, after attending graduate school for one year, she dropped out to marry a man with three children. To support the family, she worked full-time. In 1976, she returned to school while working full-time, making a daily commute from San Antonio to Austin almost five days a week. Fortunately, she was able to get by on four hours of sleep. She graduated in 1981 with a PhD in microbiology.

After explaining to Margret the purpose of the research and the process of the interview, she was asked what she remembered about the program:

It was fun, it was exciting, I had been asked to be in that program since the very beginning, but never had time. So this time I decided that I was going to make time for myself by being in the program. The motivation for that was I had just gotten divorced, and I really needed the support of the sisterhood. That was part of the motivation; I needed to take care of myself at this point in time, even if I didn't have time.

The really interesting thing about Leadership Texas as I've looked back on it was that I was a scientist by training, and a professor, so I was an academic geek. But in that group there were women in other disciplines, such as business and other areas, whom I bounced ideas off. They gave me the courage to set up this company. (Margret, February 11, 2013)

Susan. Susan is an African American woman who spent her whole career in the nonprofit sector as an accountant. We met at a restaurant for dinner. The interview was somewhat difficult to conduct because of the music being played, and it was a family-style restaurant with lots of children present. She chatted on about the difficulties of her day. We were supposed to meet earlier in the day, but when the researcher arrived at her office for the appointment, she was kept waiting for 40 minutes. Susan explained that she was preparing payroll, and there was a problem that she had to attend to. She was very sorry for the missed appointment. When asked about recognitions or recent awards, she told me about a United Way award:

This is really small, but I am really proud of this. You know how United Way has employees make annual contributions, right? Well, I have been coordinating my office campaign on and off for years. I get the employees to donate most of the time, but not always. And finally, just this last time, I got 100% participation and got one of the leadership awards for doing so. And I was like, “Finally! I got to be recognized!” (Susan, February 11, 2013)

Renee. Renee is a Hispanic woman who retired from federal civil service three years ago. The interview was held on a Friday morning at a local bagel shop. Renee suggested the location for the interview because she thought it would be quiet at that time of the day. When she arrived at the bagel shop, she was dressed for her yoga class after the interview. She ordered a bagel and a beverage before the interview started.

Prior to retiring, she worked for the military as a civilian. In her last position, she was responsible for property management at a military installation. After the Defense Base Closure and Realignment (BRAC) Commission designated the base for closure and sale, Renee was responsible for oversight operations of that transition. She does not think her job was important or exciting.

Renee is very involved in community theater and volunteer activities along with her family. She has acted in several community plays and musicals. When asked to tell what she remembers about her Leadership Texas experience, she replied:

I especially remember the camaraderie of the women. I remember the first day I walked in there, I said, I don’t belong here. I hardly knew anybody, but I could tell there were some significantly powerful, successful women who had achieved a lot. We had superintendents of school districts, two judges, MDs and PhDs, and I remember one of the organizers saying, “Some of you think you don’t belong here, but you do.” I thought this was going to be intimidating to me and then, we just all got to know each other, and they were just fabulous people. I miss the professional camaraderie that you just don’t get at work. I mean, at work there were few women at my level, and sometimes they were friendly, and sometimes they were not. (Renee, February 11, 2013)

Alicia. Alicia is a White woman in her mid-fifties, but she looks younger. She is a partner in a firm that provides services to nonprofit organizations and had been the CEO at a private

foundation prior to joining her partner to start the firm. She is well-spoken and very clear in her meaning when she speaks and appears to be a no-nonsense person. She has extensive experience in the field of philanthropy and supports women's issues. She speaks candidly about the human papilloma virus or HPV and how it can affect one's life.

The interview was conducted in her office, located in an historic section of the city. We sat at a dining room table that served as a conference room table. Alicia and the researcher traded small talk, then finally began the interview with the researcher stating the purpose of the research and that the LT program was not being evaluated. Alicia was asked what she remembered about the program when she went through it in 2007. While there were some aspects of the program that she was unhappy with, overall she was very positive about what she gained from the program. One aspect of the program that she was unhappy with resulted from what she felt was a poorly planned program in one city. However, this was not to take away from what she gained by participating in the program.

We went to five locations around the state; all of them were good. I thought the visit in _____ was abysmal. I thought _____ and _____ were the weak sisters of the visits. Abilene was remarkably good because we saw a lot that we would never have understood in Dallas had we not gone there. It was very well done. I remember not only where we went but what we studied, the culture of the people that I was associating with. That was very interesting to me, because to me it was more about learning about the people that were in the class with me and their backgrounds, why they were in LT and who they were. (Alicia, February 11, 2013)

Melinda. Melinda is an African American woman with a big, friendly smile. The interview was conducted in her offices. There were no women present, only gay men in the office that afternoon. Melinda works for an AIDS organization that helps prevent the spread HIV and AIDS in minority communities through education and testing services. A smart woman, Melinda is married and the mother of seven children.

She is a tireless advocate for people affected by HIV and AIDS. She explained the term *people affected by HIV/AIDS* [italics added] not only refers to people infected by the disease, but includes family members and others in the community. She seems most proud of the fact that she has been able to spearhead local African American church leaders to become involved in preventing the spread of HIV/AIDS. Melinda secured a grant to form a coalition of African American pastors to provide HIV/AIDS information, education, and testing for parishioners at their church locations.

She is often invited to speak about the disease, giving advice on what can be done to protect oneself from the disease. She is well qualified to speak on this topic. She knows the ravages the disease can cause and has seen how people's attitudes have changed, how treatment has changed and funding for services and medications have changed over the years. She has worked in the field of HIV/AIDS education and prevention for almost 20 years. When she first became Executive Director of the organization, one of her brothers was already working for the organization. She learned of her brother's HIV status by accident at work. When she confronted him about it and asked why had not told her or the family, he said it was because he was afraid. He had not disclosed that he was gay to his family. When he died, it was a turning point for her. She did not want anyone infected with the disease to die alone.

When asked what she believed the impact LT has had on her, she stated:

Personally, I would say that it boosted my confidence. It definitely affected my confidence level. I think the reason is because I was in circles with women that I probably would have never met had I not gone through Leadership Texas. The women in Leadership Texas are not the people I typically see in my work. Not only because many of the women are business owners and may or may not ever affiliate with what I am doing, but because we travelled around the state and in those travels we were able to connect with other women outside of my city. I went to a bank where one woman was running the entire bank. We went to different restaurants and people's homes. One of the ladies said that she is one of the biggest stock owners of the San Antonio Spurs [NBA basketball team]. Just being in those circles with women who are down to earth was

amazing to me. Just the good heartedness of women who are, for lack of a better term, well-to-do and well-connected. Many of the women talked about how here in Texas we have always had the good old boys system and that through Leadership Texas we now have the good old girls system. I think that was a point of pride for me as a woman knowing that I am part of the good old girls system. (Melinda, February 11, 2013)

Eileen. Eileen is a tall Latina with a ready smile. She is a 40-something-year-old woman with a growing legal practice. She is a new mother, so we spent time talking about the joys of motherhood she and her wife, who is a stay-at-home mom, enjoy with the boys. The interview was conducted in a conference room in her offices. The conference room had glass doors, so we were visible to others who walked by, but we could not be heard outside of the room. The Mexican culture was displayed in large vibrant pieces of wall art and other trinkets in the conference room and throughout the office. When asked how she found out about LT and if she knew anyone in the program prior to attending, she said:

No, I didn't know anyone. I didn't even know about Leadership Texas. I didn't get recruited. I didn't get called by anyone. When Ann Richards died, I was reading about her in *Slate* magazine, and I saw Foundation for Women's Resources and Googled it. I saw Leadership Texas and I thought, "What a neat program. I'll go ahead and put in an application." I had no idea what it was. During the first session when I walked into that room in Austin, I had no idea what I was getting into, and I thought, "Oh my god, I've just made a huge mistake. There are 99 women here who know what they're doing, and they're all going to see me and wonder, "How the hell did you get in?" Apparently a lot of people were feeling that way. I just remembered walking into that room and going, "Oh my god, was this a mistake?" because you hear a lot of networking. But it's not really networking; it's more than that. It's really a different experience. They set it up to create experiences for every single person. (Eileen, February 11, 2013)

Carol. Carol is a smartly dressed African American woman in her forties. She has spent most of her career in the federal government in a male-dominated field. She works in a secure military environment with people who have the highest possible security clearances. She holds two masters' degrees and is finishing her dissertation for a PhD at a local university.

She is nonspecific about her work except that it involves cyber terrorism and cyber security for the United States Air Force. After attending church on a Sunday, she met the

researcher at a local hotel restaurant for the interview. After a quick dinner, they headed to a quiet area in the hotel lobby, where they sat side-by-side on an overstuffed sofa to conduct the interview. The researcher asked Carol if she felt she had benefited from LT, and how? She said, “Yes. The name recognition associated with Leadership Texas. Some people see me as being in an elite group of individuals who have gone through LT. They understand that LT attracts the best of the best.” (Carol, February 11, 2013). The researcher asked Carol to further explain what she meant by name recognition:

It has helped me by being on my resume. When people who have gone through it before me or who have an awareness of LT indicate they are impressed, it demonstrates that I am in an elite group. Now, if I have a need to get in the door of an organization, LT is a great avenue to utilize networking contacts to be able to get in that door. I have likened it being on my resume to being just as strong as the Alumni Association is for Texas A&M. Because an Aggie will hire an Aggie before they hire somebody from Texas State or the University of Houston, or UTSA. They will hire their own first because there is that camaraderie and they always know exactly what the both of them went through. (Carol, February 11, 2013)

Categories and Themes

Initial coding of the data yielded 41 categories. Reduction of overlapping and redundant categories led to 12 themes. Some categories fell into more than one theme, while some did not fit any of the established themes. Still, there were some data that were of interest to the researcher but not relevant to research objectives and had to be eliminated. Ultimately, the researcher settled on four major themes encompassing the most often expressed experiences and outcomes stated by participants.

After a thorough analysis of interview recordings, participant transcripts, researcher field notes, and email communication following the interviews, the data revealed these major themes: (a) LT Sisterhood, (b) I Saw, I Learned, I Grew, (c) Actualization and Recognition, and (d) Purposed Leadership. Figure 8 displays quotes from interviews, and categories and themes

Participant Quotes (What they said)	Categories (What they meant)	Themes (What it means)
<i>Camaraderie you don't get at work; I needed the sisterhood; we still get together once a year; when something comes up I know there is someone in my directory that can help; there's a lot of networking, but it's deeper than that; we have a good ole girls system</i>	Camaraderie Good ole girls system	LT Sisterhood
<i>There was a transformation in me; I see my community as statewide rather than local; I feel more self-aware and confident; it took me to a level of confidence where I felt like I could make an impact; I told the board the name should be ____ Texas instead of ____ San Antonio; today we are operating in 7 states</i>	Change Self-awareness Confidence Courage Broader vision	I saw, I learned, I grew
<i>Was selected to the Texas Women's Hall of Fame; got my MBA; now a certified fund raising executive; named best San Antonio lawyer 4 years; gubernatorial appointment; received Ethical Leadership award</i>	Credentials Recognition Achievement	Actualization and Acknowledgment
<i>Ann Richards said "these guys have their good ole boys network, we need to start a good ole girls network"; we don't have money, so we volunteer our time; women's leadership programs reinforce women's confidence; I receive cards every year from women who said I was their mentor and role model</i>	Ann Richards, mentoring by example Community involvement Women's leadership programs	Purposed Leadership

Figure 8. Participant quotes, categories, and themes that emerged from the data.

derived from the data. The titles of the four themes are based on the stories, experiences, and perceived outcomes expressed by research participants during the interviews.

LT Sisterhood

The LT Sisterhood category was expressed by 100% of the participants. The concept of sisterhood was primarily articulated in two ways: (a) the good ole girls system, analogous to networking for business and professional motives, and (b) the camaraderie and friendships that were developed with other women in the program.

Based on the data, sisterhood is different from networking and friendship. Five of the 12 participants made statements like, “it’s more than networking” or “there is a lot of networking, but it’s deeper than that.”

Yet, there were others who talked about the friendships they developed that were more than friendships. Perhaps it is something in between traditional networking and what would be considered traditional friendship. Traditional networking happens when Person A meets Person B. They both have a common interest or knowledge of something that both have an interest in or need of, or potential need. For example, Person A is an employment counselor for people looking for work, and Person B is the human resources director of ABC Corporation wanting to hire people. Person A and Person B share contact information to help each other out. That first meeting is the basis for the relationship that is established for business purposes in traditional networking. However, the sisterhood expressed by participants seems to encompass almost an obligation or desire to help another woman in need.

For example, Margret applied for the program specifically to seek out the support of the sisterhood even though she did not know the women from which she would be seeking the support. There was no prior relationship. So, the sisterhood is more than friendship. It is almost like there is an understanding that only women understand about other women’s needs and are willing to help them:

I had just gotten divorced, and I really needed the support of the sisterhood. And that was part of the motivation, of saying, “I need to take care of myself at this point in time, even if I don’t have time.” (Margret, February 11, 2013)

Margret described herself as “not the girly-girl type” and appeared to be a strong, capable woman, yet she felt the need to reach out to the “sisterhood” during her time of need. She said this was her way of taking care of herself. For Margret, taking care of herself meant reaching out to other women for support even though every woman she met in the program that year had been a stranger to her. She described the experience of sisterhood as if it were an unspoken understanding among LT women.

However, Judy, who had been a nun when she went through the LT program, was already part of a women’s community, yet she sought support and guidance from the women in LT and described the support as another level of sisters, people to whom she could relate. She said, “I had always had a supportive community of women with the Sisters, so this was like another level of Sisters that were not part of my religious community, but were people I could relate to, women who were accomplished.”

Renee described sisterhood as camaraderie. Casual friendships she developed with women she met in LT have matured into close relationships. She stated that immediately after LT, she and a small group of women would get together regularly. Over the years, the frequency of getting together has waned, but the camaraderie of being a part of the good ole girls systems keeps them connected. She looks forward to seeing these women and meeting new ones at LT recruiting events:

Some of us would be social directors and say, “Hey, let’s get together for lunch,” or “Let’s get together after work.” We did that as much as we could the next year and a half, and then, things just kind of died down because people got busy and it was really hard to get everybody together. But, we still try to do it once a year. (Renee, February 11, 2013)

I Saw, I Learned, I Grew

Bandura (1997) posited that most human behavior is learned observationally through modeling. By observing others, one forms an idea of how new behaviors are performed, and later on that model serves as a guide for action. Exposure and learning are key components of the LT program. The program features various experts and leaders in a variety of fields to give women a deeper understanding of issues of importance in Texas. But it is not about just learning and understanding current issues and policies, but seeing possibilities. What one sees and experiences in one part of the state, she may not see or experience in her own community. But she may be inspired to learn more or take action in her own community or do something good for herself.

Modeling seems to be what Alicia meant when she described meeting very accomplished women that for all intents and purposes served as role models for her, even though some of them may have been colleagues in the same program with her.

Alicia was able to see that those women, who had accomplished so much, provided her with a model that it was possible for her to accomplish more and be more:

I was able to measure myself against women who were vice presidents and senior executive people with major, major corporations. It built a level of confidence in me because I felt that I measured up to their capacity, their standards. In some cases, frankly, I thought, “Well, gosh! I can do that!” (Alice, February 11, 2013)

For Margret, who was at the top of her game in terms of education and in the field in which she was employed, related that LT gave her the courage to make a change that allowed her to be successful as an entrepreneur. Margaret stated that it was meeting women entrepreneurs that motivated her to ask questions and share her ideas, which allowed her to see that she could do it. While she was good at her job, she had become unhappy with politics associated with her position and needed to figure out what to do about it:

One of the big benefits that came out of LT for me was the courage to say, “I know I can make a change, a pretty big change. I can try something that I’ve never tried before, something I know nothing about.” Which is setting up a company, and I did that in 1993. I have been in business 20 years. (Margret, February 11, 2013)

Actualization and Acknowledgment

The Interview Protocol specifically asked questions about accomplishments, recognitions, and education the women acquired following LT. The purpose of this question was to learn what kinds of accomplishments the women may have achieved at local, state, and national levels and to what degree women may have been inspired by the LT program to pursue new knowledge in a formal setting.

All of the participants had at least a bachelor’s degree when they entered the program. With the exception of one women, all held advanced degrees such as master’s, PhD, and Juris Doctor. Five of the women reported additional academic achievements following LT. As shown in Table 4, one woman is currently enrolled in law school, two acquired MBA degrees, one got her PhD, and one has completed all of the requirements for a PhD except for the dissertation. With the exception of the participant in law school, who clearly stated that she was inspired by the LT program, it is not clear to what degree the program may have influenced these educational pursuits.

Table 4

Participant Education After Leadership Texas

Participant	Degree	Influenced by LT
Madeline	MBA	Unclear
Judy	MBA	No
Jennifer	PhD	Unclear
Alicia	JD/in law school	Yes
Carol	PhD	No

Actualization. The researcher defined the term actualization to mean the act or process of rising to one's highest potential. For some of the women, they may have already reached a point of having risen to their highest potential in a given area, while still others are in the process. The researcher has not defined what one's highest potential may be or how it is achieved.

Alicia described her dream of attending law school:

I wanted to go to law school from the time I graduated from college, but my family is typical Texan and typical Southern and said that no decent woman was ever an attorney. They were all attorneys, but they would not accept a female member of the family as an attorney because those were considered not nice ladies. I knew on an intellectual level that was completely untrue, but on an emotional, psychological level, I had not accepted it until I got through LT, and then I thought, "Why not?" I felt empowered to do that. Let me say this: the springboard of that was the Austin trip. We got to meet Sarah Weddington. (Alicia, February 11, 2013)

Meeting Sarah Weddington, one of the founders of LT and the attorney who argued and won the landmark Roe vs. Wade case before the Supreme Court and hearing her story motivated Alicia to enroll in law school. This action may be a step toward actualization for Alicia. Alicia's story could also be placed in the previous category of I saw, I learned, I grew. Modeling and self-efficacy were certainly a part of her decision to pursue her dream despite discouragement from family members.

Acknowledgement. Acknowledgement by one's peers and others is one of the rewards of hard work, especially for women in leadership. Sometimes recognition comes in the form of appointments to boards or commissions that recognize a woman's work or expertise in a particular area. Other times the recognition comes in the form of an award. Almost 100% of the women who participated in the research mentioned serving on a board, commission, or task force at local, state, and national levels. However, they all were reluctant to talk about awards and recognitions they may have received after LT. Their reluctance to reveal awards and recognitions

may suggest humility on their part. Table 5 depicts selected participant appointments and recognitions.

Table 5

Selected Participant Appointments and Recognitions

Participant	Appointments and Recognitions
Carol	Appointed to the Air Force Science and Technology Board
Eileen	Voted Best Attorney by peers 2009, 2010, 2011, and 2012
Judy	Appointed to the Federal Reserve Advisory Board
Betty	Elected Board Chair, International Stillbirth Alliance
Jennifer	Recognized by the National Hispana Institute for Ethical Leadership

Purposed Leadership

The researcher titled this category Purposed Leadership because the data seem to imply that leadership among these women is by design and not an accident or coincidence. Almost all of the women interviewed had participated in other leadership programs. LT women are selected for the program largely because of their accomplishments, but also for their potential. They are expected to lead and accomplish even more—on purpose. The data give the impression that these women purposely sought leadership roles and approached those roles with purpose, selflessness, and boldness.

Women with vision. Jennifer described herself as a leader. Despite a 38-year career as founder and CEO of a successful nonprofit organization and recipient of countless awards and recognitions for her tireless service, she has come out of retirement to run for political office. Not to be discouraged by an earlier defeat for the same office, she is campaigning again, even though the odds seem to be stacked against her. She is the challenger against a man more than 30 years younger than she is and who has a campaign advantage. She jumped into the race only three months before the election, while the incumbent has had the last two years to campaign. However, she feels driven by a higher purpose and said, “I have a greater source of strength. But

I truly believe that all of us have a purpose in life. And I think that the responsibility is greater for those of us who went through a leadership program.”

Jennifer seemed to suggest that because she has been trained to be a leader, there is an expectation and responsibility that she accomplishes more with her life than if she had not had such training. There is a Bible passage that states, “to whom much is given, much is expected.” This seems to be an unspoken theme in the lives of Jennifer and other LT participants in this study.

Jennifer retold a conversation she had with a local school board member prior to her decision to run for the city council position. Because Jennifer had been a vocal critic of this school board member, he was concerned that she might run against him. To prevent her from running against him, he asked her if she were afraid to run again for the position she had lost by a very narrow margin in the previous election. Knowing she was being challenged, she stood up to him and told him she had not decided if she would run for the city council position or run against him. She said she believed she was being challenged because she is a woman, and this man believed her to be weak because of it:

They want to put you in your place, but they can’t do that to me. Because I am a leader. Someone said to me when they heard that I was going to run for office, “They can never bring down a leader.” Even if I was going to lose, I have to do it because that was my word. My husband said, “You know I can’t stop you, I’ve always supported you. You go ahead and do it. You may not win, but I know that that doesn’t matter to you. You just kept going.” (Jennifer, February 13, 2013)

Former Texas Governor Ann Richards, one of the founders of LT, was selected as a category, being mentioned 29 times in the data. She left an enduring memory on the women who were privileged to meet and know her. All of the LT participants between 1983 and 2001 met her. However, she seems to have had the most effect on participants in the early years of the program.

Barbara was one of those women for whom Ann Richards had a profound effect. Barbara made no secret of her love and respect for Richards. She understood what Richards was trying to do in purposely setting women up to be successful leaders:

Ann had tremendous frustration about bringing other women up with her. I had a chance to witness that almost immediately upon [her] being elected [governor]. Ann went around the state giving lectures with the Women's Political Caucus on helping other women to properly organize to win elections. They had a handbook that they put together to explain to women how to put together an effective campaign. It was a message that was so important that her success so relied on the success of those that were coming up behind her. I always thought of the Leadership Texas program as a part of that whole philosophy that she had. Because one of the frustrations that she had was that when she would go to people that were in a position to make recommendations that women be appointed to major boards and commissions in the state, she was being told over and over again 'We can't find any women. We don't know who these women are.' Or, they say, 'Are there any women? Or, I didn't know there were women in chemical whatever.' (Barbara, February 12, 2013)

Madeline is another woman who was privileged to meet Ann Richards and seems to have "caught" Richards' vision of leadership for women—that is to go out and lead. Madeline and a few other women from her LT class started SA 100 [San Antonio], a women's leadership organization in San Antonio that is still active. Ann Richards was their first speaker.

SA 100 is a chartered nonprofit. We have records going all the way back. I mean, we took it very seriously; this wasn't just a little ladies get together lunch. The hardest job was the program person because she had to pull together good speakers. And, of course, this group was very demanding. We invited about 130 people because we didn't know if even a hundred people would open the letter. That was when you would send out a letter [instead of email]. We got maybe a 150 or so to join that first year. So it's always been a large group. [Our mission was] to recognize women leaders and then bring them together, for you know, kind of further development. We used to have what we called *Minute at the Mic*, where everybody could stand up and speak like we did at Leadership Texas. Then we've gone away from that, now we're back at *Table Talk*. So we all just share where we sit, wherever we're assigned and we all just talk. So that's a lot of fun. (Madeline, February 15, 2013)

When Judy was hired as the President and CEO of the organization she works for, CEO was not her title, nor did the organization even exist. When she was hired she was presented with a model of a program that existed in other states. She was to establish a chapter of that

international organization in San Antonio. She developed programs and services to help people start and grow small businesses. The organization is now the most successful chapter in the nation and has assets greater than all of the others combined. In fact, the other chapters come to San Antonio to learn. Her organization is written about as a case study in business school textbooks, and interns come to learn its business practices. Judy had a vision for the organization beyond what she was given to do. She practices leadership on purpose and sees her job as a mission, with a purpose to serve God by helping people. She had a vision for the organization beyond what the board of directors expected:

I remember telling the board that instead of calling it _____ San Antonio, it needs to be called _____ Texas because I knew that we could expand to other cities and get a system going throughout those cities. Now, we have operations in six other states. (Judy, February 12, 2013)

Leadership education and women-only leadership programs. Leadership training and education was a major theme throughout the data, where several of the women mentioned participating in other leadership programs. This is an indication of the importance of preparation to be effective leaders.

Melinda, the mother of seven and CEO of an HIV/AIDS organization, said:

I also completed ELI [Executive Leadership Institute]. That one has [had] a longer effect on me than LT. “Why so?” [asked the researcher]. It was that powerful. I have also gone through a leadership institute through the CDC [Centers for Disease Control], and it was called the Leadership Institute of HIV Prevention. That was another strong leadership program. I went to Atlanta, Georgia, four times for a whole week. It was intense. Every day we were learning, learning, and learning. That was also very effective, it was through that institute that I learned the logic model, evaluation, and just a lot of nonprofit stuff that I really needed to know. So those are three major leadership trainings that I had. (Melinda, February 12, 2013)

Jennifer, who was running for a city council seat, also mentioned participating in other leadership programs:

I went to all of these leadership programs, Leadership Texas, Leadership America, the Hispania Leadership Institute, and Leadership San Antonio. All of that training was very good for all of the challenges I had to face. I think that being a leader and being in charge of something is an awesome responsibility. I just kept saying, “Do you know that I have everybody’s house payment on my back? I just have to work so hard, because they could lose their homes because of me.” I took it very seriously. Since I retired, I went to the Yale campaign school for women. (Jennifer, February 12, 2013)

The majority of the women seem to believe that leadership is something one prepares for by getting training and instruction on how to be an effective leader. During the interview, the researcher asked all of the women for their views on women-only leadership programs, if they felt there is still a need for this type of training. One hundred percent said, yes! Many were willing to pay for the training out of their own pockets and take time away from family and work to attend these trainings that typically run over a period of months. Sometimes those programs require participants to travel out of town for several days at a time. Here’s what three women said about the need for women’s leadership programs.

Carol stated:

I think that it is good that we have leadership programs for women. It is no different than the boys-only program on the golf course, or in the locker room, or whatever it might be. If there is an issue with women having their own leadership program, so be it. I think that it is important that women develop a camaraderie amongst themselves. I think it is important that we are able to share the difficulties in life without being constrained by having a man in the room. I think that it is important that women be able to build bonds and collaborate on issues and help one another in this world, where we don’t get fair pay, we don’t get a fair shake, we are told to train men that are dumber than us. I see it even in my work, in a military environment. Me and my boss are the only females. I am in a sea of men. I love knowing that there are women’s leadership programs that cater to women, to help them develop key skills they need to be successful. It’s very important. (Carol, February 12, 2013)

Susan said:

I do think that there is a place for them [women's leadership programs] and that women need them. We need them because women need other women as role models. There are a lot of women who have very low self-esteem. I just never knew how many women had learned low self-esteem. For me, it was women role models that kept me going because I wanted to break the glass ceiling. I wanted to be the first Black Treasurer of the United States. I thought that would have been fantastic. (Susan, February 13, 2013)

Eileen said her opinion about women-only leadership programs has changed over time:

I used to think there was no need for them. I used to wonder, "Why are we separating stuff? We should be on the same playing field." But the reality of it is, we're not on the same playing field. No matter what industry you're in, if it's not mainly female-dominated, then it's male-dominated. There are very few fields that are 50-50. I think that the reality is that women tend to approach things differently than men. I'm fighting my feminist side who's saying, "No, no, we're the same. We're equal." We can do the same things [as men], but I think we do them differently. I think there were women in my LT class who would not have been as open and willing to talk if there had been men in that room. And that's good and bad—because the reality is that they're going to have to get out there and mix it up with guys, but part of it is almost like a child, you have to gain that level of confidence to be able to get there. I think Leadership Texas gave me that level of confidence to be able to walk into a room and say, "I am somebody. I can contribute." So, I think women's leadership programs are needed. (Eileen, February 13, 2013)

Summary

The researcher used an Interview Protocol composed of six semi-structured and six demographic questions used to guide the researcher in extracting rich, thick data and contextual background information that was used in the analysis process. Research participants consisted of 12 LT alumni who graduated from the program between 1983 and 2008. The findings of this research were formulated through a concentrated, focused inductive approach that allowed themes and categories to emerge from the data. With this approach, the researcher was able to condense and summarize the data into meaningful links to the research purpose.

Data from participants led to the following themes: (a) the LT sisterhood; (b) I saw, I learned, I grew; (c) actualization and acknowledgement; and (d) purposed leadership. The titles of the four themes are based on the stories, experiences, and perceived outcomes expressed by

research participants during the interviews. In this study, words and terms such as network, good ole girls system, and support led to the LT sisterhood theme. These themes were expressed by 100% of the participants and were expressed with sentiment when talked about.

I saw, I learned, I grew are actual phrases expressed by research participants about various things they experienced during the program that led to learning and growth during later periods in their lives. Actualization and acknowledgements are themes that resulted from direct inquiry from the researcher, who hoped the information might be linked back to the LT experience. Additionally, Ann Richards was identified as a category 29 times by women who actually knew her, as well as by those who had never met her. She represents a model of purposed leadership and was the driving force behind the concept of LT, what it meant in the beginning, and what it means now to the women who are living the purpose of LT.

Chapter 5: Discussion, Conclusions, and Recommendations

Discussion

This chapter discusses research findings, conclusions, and recommendations for future research. The purpose of this qualitative narrative study was to explore the experiences and outcomes of women who graduated from the LT program between the years 1983 and 2008.

Using purposeful sampling techniques, the researcher selected 12 alumni of the LT program for one-on-one interviews. The interviews were conducted using an Interview Protocol with six semi-structured questions and six demographic questions. Data from those interviews produced four themes: (a) LT Sisterhood; (b) I saw, I learned, I grew; (c) Actualization and Acknowledgement; and (d) Purposed Leadership. Titles of themes were formulated based on the experiences and perceived outcomes expressed by the participants in response to the researcher's questions.

Evaluable Framework

Using the Evaluable framework as a guide, research questions focused on three domains: (a) the individual, (b) organization, and (c) community. The central research question for this study was: "What, if any, were the outcomes women have experienced after completing the Leadership Texas program?" In addition, there were three secondary questions for this study:

1. What individual outcomes have women experienced because of completing the Leadership Texas program?
2. How have women used their Leadership Texas experience to benefit their organization(s)?
3. How have women used their Leadership Texas experience to benefit their local communities or the broader community?

As outlined in Chapter 2, EvaluLEAD is a framework that assists researchers in exploring the complex results of leadership development programs where participants' experiences are evaluated through several different lenses (Grove et al., 2005).

EvaluLEAD was used as a guide to develop the three secondary questions that led to data that produced the themes in this study. The researcher was satisfied that responses to the interview questions revealed what 12 women have done since their LT experience. However, answers to specific questions in one or more of the domains were not always given in response to a direct question. It appeared that participants were more content in a conversational mode during the interview, preferring to speak freely as opposed to answering direct interview questions. This resulted in answers to some questions being answered before the question was asked. In addition, at times, one answer to a question may have answered questions in more than one category of the EvaluLEAD domains. For example, the answer to the question about an individual outcome may also be viewed as an organizational outcome and vice versa. Appropriately applying answers to questions required reflection by the researcher and deep analysis to link meaning to responses that were answered out of sequence in relation to the question being asked.

Participants interviewed for this study were full of stories about their experiences during and after LT. The researcher communicated before and during the interviews that the focus of the research was their experience after LT. However, almost all of the participants spent the majority of the interview talking about their experiences during LT. They were eager to inform the researcher about what was happening in their lives at the time they were going through the program.

Individual level outcomes of the LT program. Individual level outcomes are described as the domain where most of the direct benefits of leadership development occur and where the most program-associated results might be expected (Grove et al., 2005). This description was true for all of the women interviewed. Most of the interviewees who reported individual level outcomes described them as events that were life-changing or that came at a pivotal time in their lives. They described events and emotions that occurred while they were in the program, what the program meant to them, and how it supported them in whatever life event they were experiencing at the time. This led the researcher to question if women have a tendency to seek out this type of program when they are experiencing a difficult or life-altering event such as a divorce or being fired from a job. Mezirow (1991) called this a disorienting dilemma that often leads to self-examination. It is this self-examination phase where some of the women in the study sought out the LT program.

Transformational learning is a process through which the learner expands his or her worldview through a series of cognitive processes. Mezirow (1991) explained these processes as a series of steps that typically begins with what he terms a disorienting dilemma. The steps include critical reflection about one's life, questioning assumptions, and recognizing that others have had similar experiences. Judy, the former nun, experienced her own disorienting dilemma when she was unexpectedly terminated from her job where she had been highly successful. That experience was devastating for her. She was forced to make a change but did not know how. Through the advice of another woman, she applied for the LT program. Over a period months while in the program, she was able to critically assess her life, was exposed to the lives of other women, and may have gotten a glimpse of her own potential during this time. She reported that her self-confidence was raised.

In response to questions about individual outcomes, participants most often mentioned increased self-confidence and networking. Self-confidence, as explained in Bandura's (1977) social learning theory, occurs when women have had an opportunity to observe new people, places, and issues outside of their normal routine. From that observation, they were able to comprehend that other highly accomplished women were no different from them and had experienced some of the same challenges and managed to find solutions. For Judy, increased self-confidence was not the only individual level outcome. She also revealed how networking or the LT sisterhood was a benefit for her. When she applied for the CEO position of the organization where she now works, she did not get selected for an interview. Disheartened, she told another LT sister what had happened. That LT sister, who was then a powerful city council member, called one of the board members of the organization where Judy had applied for the job and asked them to please take another look at Judy and to give her an interview. That was all it took; she was given the interview and was hired. Did the good ole girls system or sisterhood work for her? Yes, to a degree. It helped Judy get her foot in the door, but she also described how she had to convince the board that she was the best person for the job. The board wanted someone with banking and finance experience. Judy had neither. She was able to convince the board that she could grow the organization by building relationships. The organization is now the largest of its kind in the United States. Sisterhood does not appear to be of benefit if women are not qualified for the job; it simply opens doors to opportunities.

Not to generalize that Judy's experience with LT led to the growth of the organization, but she probably would not have been hired had it not been for her LT contact. Because of confidence in her abilities, she was able to convince the board that despite her lack of experience

and credentials in banking and finance, she would be successful in the job. Association with LT was beneficial for her on both an individual and organizational levels.

Transformational learning is one of the components in the “I saw, I learned, I grew” theme and was most often articulated in the individual domain. The name of the theme was inspired by the famous quote attributed to the Roman dictator, Julius Caesar, who after a victorious battle declared, “I came, I saw, I conquered.” The first portion of the theme, “I saw,” is a metaphorical reference to the modeling feature of leadership programs, where participants are exposed to others who inspire confidence and courage through their lives and stories.

The “I learned” section of the theme is a reference to the educational aspect of leadership programs that characteristically include a diversity of issues and perspectives designed to give participants a deeper understanding of those issues and perspectives and what they mean or could mean to a given community. In some ways, these programs train women how to think critically about issues and ideas in new ways. This is not only the power of expert speakers and presenters, but the collective minds of strong, intelligent women who are passionate about their work and communities and who often create new paradigms to solve problems.

The “I grew” section of the theme refers to changes that occur in leadership program participants. These changes can be either developmental or transformative in nature, or both. Developmental results or benefits may not be identifiable for long periods of time; perhaps years, because it is an incremental process that takes place in individuals, and each person is different. Transformative changes tend to occur more quickly and may reveal themselves in a variety of ways. Some women describe it as a transformation in their thinking, while also describing it as an increased efficacy in relation to a goal or task. Some transformations are dramatic and result in women completely changing their lives. Both developmental and transformational changes

represent growth, but may not be visible in that they could be internal, mental, or emotional states.

Carol said that there was a transformation in her after LT. She began to see herself through a different set of lenses after LT and began to think and behave differently. Carol was a midlevel business operations manager in the federal sector at the time she went through LT. She has been promoted twice in the four years since LT and is now a leader in a new military division for cyber security. She said that LT helped her go from being a reactionary manager to a strategic thinker, and she believes there is a direct correlation to what she saw and experienced during LT to how she now views her work. Carol expressed it this way:

After being exposed to LT and seeing how things were done from a state perspective changed my thinking. I recognized that I had the capability to do higher order thinking and higher order problem solving, so that is where I began to thrust my attention. (Carol, February 13, 2013)

Individual level outcomes were expressed in evocative ways by participants, and often involved strong feelings that could not be verified, such as confidence, self-awareness, self-efficacy, and courage. Individual level outcomes were often very personal but not unique. Many of the women had similar feelings of personal empowerment, courage, and increased self-efficacy after completing the leadership program.

Organizational level outcomes of the LT program. Organizational level outcomes are associated with results that occur within the organization where leadership program participants work or outcomes within organizations where the participants have influence contact, such as professional and social associations, and civic or religious organizations (Grove et al., 2005). Based on data obtained in this study, the researcher has modified the definition of organizational outcomes. Organizational level outcomes are associated with results that occur by means of an individual(s) who participated in a program and were inspired by the program, where the type of

result is a goal of the program. Specifically, this includes entities, programs, tangible, and intangible objects that have a function beyond one individual. The researcher developed the definition to include outcomes accomplished through one's own self-efficacy efforts and goals or outcomes achieved by collective efficacy. For example, the leadership participant did not have to accomplish a goal alone but could take ownership of the goal because she facilitated its existence.

LT women interviewed for this study have started businesses and nonprofit organizations and have grown their businesses and organizations exponentially. While this study was not an attempt to show a correlation between LT participation and business growth or start-ups, some of the participants suggested that LT influenced decisions they made regarding their organizations.

One of the first organizational outcomes of the LT program was a women's organization started by Madeline and a few other women from the inaugural LT class in 1983. Those women were so inspired by what they saw in the LT program that they replicated some aspects of the program. The researcher believes the camaraderie and information sharing are aspects of the program those women wanted to replicate by starting an organization. The camaraderie or sisterhood is a powerful, motivating source of strength and inspiration that continues long after women leave the program. The LT sisterhood has the semblance of a sorority, but it is not. One participant said, "I'll never forget when Ann Richards talked about starting LT. She looked around and said, 'These guys, have their good ole boys network; we need to start the good ole girls network.'"

LT sisterhood is more than networking. It is the establishment of the good ole girls system that was mentioned so often in the research data. The term good ole girls club is borrowed from the term good ole boys club. It typically refers to a group of White males who

engage in cronyism by selecting or appointing men who are in the club for desired positions or for business partnerships. There are two requirements to gain membership in the club: being white and being a male. However, the LT sisterhood is about more than appointments to desired positions or doing business with one another. The term sisterhood implies familial, sorority, best friend, and rapport all rolled into one. Similar to the good ole boys club, the two requirements to participate in the good ole girls club are being female and an LT alum.

As discussed in Chapter 2, Hoyt (2013) developed the leadership gap to demonstrate the disparity between men and women in leadership positions where education and work experience appear to be equal between the two genders. Sisterhood is a type of social capital that can be used as a strategy to close the leadership gap between men and women in leadership. Sisterhood is used to help women get into positions of leadership and to bring others along with them. The sisterhood or good ole girls club was developed to help women help each other. Ways that women help each other through the sisterhood come in various forms, from giving advice, making phone calls to open doors to new opportunities, to sharing information. This behavior can be called scalable reciprocity, which is sharing information and resources in the right way so that it comes back to benefit you, your organization, or community, in the future. I first heard the term scalable reciprocity used by Dr. Robert Johansen, Distinguished Fellow at the Institute for the Future, at the Environment Virginia Symposium in 2013, in a different context. However, I embraced the term because of its elements of giving and expanding. The stories and experiences of women are good examples of scalable reciprocity—giving, receiving, and growing. Former Supreme Court Justice Sandra Day O'Connor (as cited in Anderson, 2010) said, "We don't accomplish anything in this world alone" (p. 81), and she was right. The road to success and

accomplishment is often little successes and failures, but along the way are people who both help and hurt us. Both are needed to create who we become.

Within the LT sisterhood resonates motivation to act together to manifest a shared vision. As explained in Chapter 2, human agency is typically thought of in singular terms, but Bandura's (2000) social cognitive theory differentiates human agency into three different forms of agency: (a) self-efficacy, which is self-confidence; (b) proxy agency, which is getting others to act on our behalf, perhaps in the absence of self-confidence or the lack of resources to do something; and (c) collective agency, where individuals act together to achieve common goals. In acting together and combining resources, whether those resources were confidence, funds, or other networks, these women made it happen because they were willing to trust each other and work together. Trust may also be a result or outcome of the sisterhood factor. Based on the EvaluLEAD framework, it was conceivable that program outcomes in the organizational and community domains would yield greater results if collective agency were employed, where together women would accomplish more than one might do individually.

Other examples of organizational level outcomes were expressed by LT women who conducted business together and some whose businesses were directly impacted in the way they operated. The specific organizational question was "How have women used their Leadership Texas experience to benefit their organization(s)?" Alicia, a partner in a firm that conducts executive employment search and placements, mentioned that she has helped several LT women get jobs. She has also called on the LT sisterhood in her role as a headhunter, seeking recommendations for talented women to place in jobs her firm was contracted to fill. Alicia also talked about how she has taken a different view of her business since LT:

I came back from LT and examined the company a little bit differently. It caused me to professionalize the company in ways that we had not done before, i.e., policies,

procedures, handbooks. I implemented more in the form of human resource policies. It caused me and my business partner to take our annual retreat seriously. We hired a business consultant to help us. Having been exposed to LT, I came back with a lot of ideas that I picked up from everybody else. (Alicia, February 11, 2013)

Another example of an organizational level benefit is the business relationships that have developed between LT women. Eileen, an attorney, has gained several clients through the LT sisterhood. Melinda discussed how Eileen was able to represent her in a legal action when an overzealous board member tried to have her fired from her job. Outside of LT, these two women may not have ever met. Eileen is an attorney whose clients are generally able to afford her \$250 an hour fee, while Melinda's clients are usually people who depend on social programs for the poor to survive. Melinda said she felt a sense of security having an LT sister represent her in a legal action to help her keep her job.

There seems to be a level of trust between women who have participated in the LT program. The researcher experienced that trust during interviews with participants who shared information and stories that they did not want published as a part of this research but wanted to share anyway. These stories and information were of no benefit to the researcher but seemed to be shared because the researcher was viewed as a trusted friend, even though no personal relationship existed between them other than the fact that they both were alumni of LT.

The organizational domain is where there was a lot of transfer of knowledge between program participants since leaving the program. Women seem to be open about sharing information, thus injecting scalable reciprocity, sharing the right information at the right time with the right people.

Community level outcomes of the LT program. The researcher's question regarding how women have used their LT experience to benefit their local and broader community was met with a wide range of responses. This may have to do with the developmental nature of results in

this category. Some results in this category were based on goals that were started, but not enough information was available to make a determination about the value or quality of the outcome to resolve whether it was a benefit to the community. For example, some of the participants serve on boards where they, along with others, develop policy that may not reveal its effects for years to come. An example is Jennifer. She has come out of retirement and is looking forward to getting elected to a city council position where she will be able to influence what happens in the city. If successful, the outcome of legislation or policies she may endorse may not be known for years to come.

During the interview, Jennifer talked about the children who were a part of her national parenting program 30 years ago. Most of those children lived in extreme poverty and often came from single parent households but are now successful adults with their own families. Jennifer feels a sense of pride about what her work has produced for the community and to some extent the nation. This kind of evidentiary outcome could not be known for years.

While not interviewed for the study, participants mentioned an LT graduate who is now a city council member and one other who is a former city council member. Still others are representatives on boards and commissions in and outside of the city of San Antonio, some at state and national levels. LT women serve in policy-making capacities affecting children and families, national cyber security, and medical research that has the potential to change people's lives for the better. During the LT program, participants are encouraged to apply for positions on state boards and commissions and are introduced to staffers in the governor's office who can assist LT women in applying for and receiving recommendations for those positions. All of the interviewees were either currently serving in a volunteer leadership capacity or had done so following LT.

The researcher looked for organizational level outcomes that could be verified to some extent. Some claims of outcomes could be supported with artifacts of news articles, information reported on websites independent of participants, and magazines and books provided by participants and other informants.

Summary

The EvaluLEAD framework was a valuable model to categorize and analyze information and data resulting from this research. As a graduate of the LT program and director of two similar leadership programs, the researcher was able to view and analyze the data from multiple perspectives. From the perspective of an LT graduate, I understood the evocations of excitement and sentiment about the program and remembered visiting places mentioned during interviews with research participants.

The researcher had an epiphany of her own as participants talked about the LT sisterhood and the ole girls network. The researcher had never given a name to the relationships developed with LT sisters from her class, who were women she did not know before the program (except one), or what she felt when she heard the LT name mentioned. The researcher thought about her own interactions with women from her program over the last four years since attending the program. I have conducted business with three of the women from my class and have developed a close friendship with another. I nominated one woman to serve on the community advisory board of a large nonprofit organization where she has risen to the position of chair of the board. These are relationships that I value and do not take for granted. I, too, feel a sense of camaraderie with these women and believe the network of LT sisters extends well beyond those in my local area or even those who were in the program with me.

As expected, most of the benefits and experiences of women following the LT program were found to be at the individual level. Most of what they expressed were feelings of increased confidence and the acquisition of membership in an exclusive club—the LT sisterhood.

Organizational level benefits were described in a variety of ways from starting new entities, to making changes in existing business practices, to reaching out to fellow LT sisters to engage in business. The third category of analysis was to examine what were the outcomes at the local and broader community level. Responses in this category tended to be verifiable and long term. All of the participants are or were active in their local community and state and national levels. As a woman, I have learned new things and grown as a leader as a direct result of the LT program.

Conclusions

LT celebrated its 30th anniversary in 2012, with more than 3,000 graduates. While not to generalize about women's leadership programs, the research has informed us that this statewide leadership program has produced beneficial outcomes to the individuals who completed the program. Additionally, organizations and communities have also gained as a result of the presence of LT women.

Women who participate in women-only leadership programs choose to do so for a variety of reasons, but the data suggest they do so because the environment provides a level of security that cannot be achieved in mixed gender programs. The experience appears to have been very positive for all of the research participants. As mentioned, interviewees spent the majority of the interview time reminiscing about events and how they felt during the program as opposed to what happened after the program.

Benefits to women who participate in these types of programs may include increased self-confidence and feelings of being a part of an exclusive club. Individuals in the study

articulated the belief that their confidence was increased, and that may have allowed them to venture into areas like politics or starting businesses. Participants also used the word courage to mean that, after LT, they felt more in control and had a greater awareness of their own abilities. Women-only leadership programs create environments where a woman's level of self-efficacy may be increased by what she sees, hears, and experiences because she is able to visualize her own potential in other women. Bandura's (2000) theories of self-efficacy and collective efficacy were prevalent in the data provided by participants.

Women's leadership programs provide role models of leadership for women by exposing them to other women who are successful in a variety of fields. However, these programs are not about exposing women to other women, but informing women about important issues and how to make sense of and respond to those issues. Some of those issues have included state politics, the environment, education, the arts, and immigration. By understanding issues at both the state and national levels and how those issues impact their communities, women are able to form their own opinions and decide what action, if any, they may be able to or want to take. As stated in Chapter 1, women have a long history of activism, of changing the social and political climate in this country. Once they understand the issues, they will come together collectively to take action.

The power of sisterhood cannot be underestimated and serves many purposes. Sisterhood is not something thrust upon women, but is a willing acceptance to be a part of the good ole girls club. While there is a sense of obligation to the other sisters, it is a willing obligation, an almost privilege to be called upon for assistance because one is part of this exclusive club.

The research question was, "What, if any, are the outcomes women have experienced after completing the Leadership Texas program?" That question was answered within the themes that emerged from the data. There were four distinct themes identified by the research: (a) an LT

sisterhood where women have created an exclusive club for themselves; (b) learning and growing as evidenced by continuous learning, both formally and informally; (c) actualization and acknowledgement as evidenced by achievement of goals and recognition of those achievements; and (d) purposed leadership, or becoming leaders by choice and preparation for that choice. The research documents the experiences and perceived outcomes of the women who graduated from the LT program. This research adds to the body of knowledge about women's community leadership programs and their outcomes.

Recommendations for Future Research

The purpose of this study was to explore the experiences and perceived outcomes of women after completion of the Leadership Texas program. The researcher was interested in learning what women accomplish as a result of time and resources expended on such programs. While there are many studies about community leadership programs, very few, if any, delve into the results of such programs. This is particularly true of programs designed specifically for women. Recommendations for further research include the following:

1. Expand this research by increasing the sample size to determine if similar findings might be found within a larger group. Having more women tell their stories could validate the findings of this study and may provide deeper understanding of the outcomes of women's leadership programs and women's perceptions of those outcomes and experiences.
2. Further research could focus on just one aspect of the findings of this study. The most interesting aspect for further study might be the sisterhood theme. Research might reveal more about how sisterhood is different from traditional networking and how it compares to what we understand to be the good ole boys club. Research might also

- reveal other aspects of sisterhood that the researcher did not explore in this research, such as how women who meet in a leadership program form bonds and the role of expectancy theory in the good ole girls system.
3. One of the criticisms of community leadership programs is that data are primarily anecdotal and lack statistics as to the efficacy of such programs. A quantitative study with a qualitative component to gain a better understanding of the program's efficacy while collecting stories and experiences might provide more evidence of a program's worthiness.
 4. A comparative study of LT's sister programs in California, Illinois, and Missouri may be warranted to determine if similar findings can be discovered in those programs.
 5. An evaluative study of the LT program might help us to better understand specific features of the program that were most beneficial in terms of improving or enhancing leadership skills or aspects of the program that facilitated positioning graduates for greater leadership roles.

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Appendix A

Interview Protocol

Project: Experiences and Outcomes of Women Who Have Completed a Statewide Women's Leadership Development Program**Interviewee:** _____**Interviewer:** _____**Date:** _____**Start Time of Interview:** _____ **End Time of Interview:** _____**Location:** _____

The purpose of this study is to learn about the perceptions and outcomes of women who have completed the Leadership Texas program. The program is not being evaluated. This interview serves as an opportunity to understand the unique experiences of women on three levels: personally, organizationally and within their community. Ten to twelve Leadership Texas graduates will be interviewed. This interview will be recorded for accuracy. Your participation in this study is voluntary and anonymous. Your identity will not be revealed without your written permission. The interview will last approximately one hour. Please read and sign the consent form.

Give the consent form to the interviewee.**Turn on the recorder.****Explain the structure of the questions.****This interview is divided in four parts:**

- **Part I seeks information about your personal experience**
- **Part II seeks information about your perceptions of how completing the program may have impacted your business/organization**
- **Part III asks questions about participation in your community following LT**
- **Part IV seeks demographic information**

PART ONE

The following questions deal with your Leadership Texas (LT) experience on a personal level.

1. Briefly describe three ways you have been personally impacted because of your LEADERSHIP TEXAS experience.

2. Since completing the LEADERSHIP TEXAS experience, did you pursue further formal or specialized education? If yes, please describe what you did.

PART TWO

The following question deals with your perception of how the Leadership Texas program may have had an impact on a business/organizational level.

3. Please describe how your business or organization was impacted after you completed the Leadership Texas program.

PART THREE

The following questions deal with your Leadership Texas experience on a community level.

4. Please describe if, and how, your participation in the community changed after participating in the Leadership Texas program.
5. What community projects, if any, did you initiate or champion after your participation in the Leadership Texas program? Please describe what you did and how you were able to do so.
6. Describe your involvement in organizations at the local, state, and national levels, if any.
7. Tell me about any governmental, elected or appointed positions you currently hold or have held since completing your Leadership Texas experience.

PART FOUR

The following questions are demographic questions and will be used to help determine patterns and trends in the final research analysis.

8. I was a member of the Leadership Texas class of (what year?) _____.
9. My age range when I participated in LT:
☐ 20-29 ☐ 30-39 ☐ 40-49 ☐ 50-59 ☐ 60-69 ☐ 70-79 ☐ 80-89

10. My ethnicity is:

- ☐Caucasian ☐African American ☐Hispanic ☐Asian American ☐Native American
☐ Other: _____

11. At the time of my Leadership Texas experience, the area where I lived was considered:
(Select one)

- ☐Small town (non-suburban)
☐Mid-sized
☐Large Metro area (include suburban communities outside of large cities)
☐Rural community

12. The area where I live now is considered: (Select one.)

- ☐Small town (non-suburban)
☐Mid-sized
☐Large Metro area (include suburban communities outside of large cities)
☐Rural community

13. What is your highest level of formal education?

- ☐High school
☐Associates Degree
☐Bachelor Degree
☐Master's Degree
☐Doctorate Degree (PhD, ED, etc.)
☐Professional Degree (JD, MD, etc.)

This concludes the interview. Thank you for your participation and assistance with my dissertation. Your identity will remain anonymous. The results of the interviews will be published in my dissertation findings. If necessary, may I contact you for follow up to ensure accuracy?

Appendix B

Letter From Women's Resources



December 20, 2012

Dr. Absael Antelo, Associate Professor
Dreeben School of Education
University of the Incarnate Word
San Antonio, TX 78209

Dear Dissertation Committee Members:

We are pleased to partner with Dorinda Rolle in support of her dissertation using Leadership Texas graduates as the focus of her research. Women's Resources (WR) is a private, nonprofit, educational organization headquarter in Dallas, Texas. Leadership Women board and staff develop programs and projects to advance and improve the personal, economic, and professional status of women.

Leadership Texas (LT), a program of WR, is the premier, longest running statewide women's leadership program in the US. LT provides valuable education and training to Texas women leaders who seek to improve their leadership skills and expand their knowledge of the diverse issues, dynamics and cultures that impact the State of Texas.

LT brings together Texas women who have demonstrated their leadership abilities in their professions, communities or workplaces. The vision of the program is to identify and develop Texas women leaders by providing them with essential information, an awareness of ongoing changes, sharpened skills and an enduring network of women from diverse backgrounds.

Because of our emphasis on women and leadership, WR is very interested in Dorinda's research on the experiences and outcomes of women who have completed our leadership program. Since 1983, LT has graduated more than 3,000 women. While graduates have highly rated the program, the results of Dorinda's research will provide us with an independent review of the program and document accomplishments of graduates that may have resulted from our program. We are very excited about the study and look forward to its results.

To further Dorinda's research, WR staff will be available to support this research by providing access to records, data and other resources needed to carry out this study. If additional information is needed, please don't hesitate to contact me.

Sincerely,

Candace O'Keefe Mathis
Chief Executive Officer

Appendix C

Email Invitation to Participate in the Study

From: Dorinda Rolle [mailto:drolle@satx.rr.com]
Sent: Thursday, February 14, 2013 1:20 PM
To: XXXXX
Subject: Leadership Texas

Hello XXX:

I am reaching out to you because you are a graduate of Leadership Texas (a long time ago!). Just two short months ago Leadership Texas celebrated its 30th anniversary. Since its beginning, Leadership Texas has seen women make advances in all sectors of society. Leadership Texas graduates are among those women who have made advances and extraordinary accomplishments over the years, fulfilling the mission of LT.

I am a doctoral candidate at the University of the Incarnate Word where my research focuses on the experiences and outcomes of women who have graduated from Leadership Texas. I am interviewing LT grads to document their stories and experiences after leaving the program. You have been identified as someone that I should interview. My research is important because it will document the value of women's leadership programs to communities across Texas and the nation. I am asking you to support my research by participating in a one-hour interview at your convenience. Your identity will not be revealed without permission. Please let me know if you are willing to be a part of this research by replying to this email. If you have questions or concerns about my research you may contact me directly at rolle@student.uiwtx.edu, (210)XXX-XXXX or either of the two people below:

Candace O'Keefe Mathis, Chief Executive Officer
 Executive Director, Leadership Texas
 Leadership Women
 (214)421-5566
 candace.okeefe@womensresources.org

Dr. Absael Antelo, Associate Professor
 Dissertation Research Supervisor
 University of the Incarnate Word
 (210)832-3215
 Antelo@uiwtx.edu
 Thank you in advance for your participation.

Dorinda Rolle
(210)XXX-XXXX
drolle@uiwtx.edu

Appendix D

Informed Consent to Participate in Research

Leadership Texas Outcomes and Experiences Study

You are invited to participate in a research study conducted by Dorinda Rolle, a Leadership Texas alumni and doctoral candidate with the Organizational Leadership Program at the University of the Incarnate Word in San Antonio, TX. Ms. Rolle is conducting this study for her doctoral dissertation. Dr. Absael Antelo is her faculty sponsor for this project.

Your participation in this study is entirely voluntary. Please read the information below and ask questions about anything you do not understand, before deciding whether or not to participate. You are being asked to participate in this study because you are a graduate of the Leadership Texas program.

• PURPOSE OF THE STUDY

The purpose of this qualitative study is to explore the experiences of women who graduated from the Leadership Texas program between 1983 and 2009 in order to gather their stories and perceptions of the program's outcomes.

• PROCEDURES

If you volunteer to participate in this study, we will ask you to do the following:

1. We will ask you to take part in a one-hour interview at your convenience.
2. You will be asked a series of open-ended and demographic questions. Please be candid in responding to the researcher's questions.
3. The interview will be recorded with an audio recording device operated by the researcher to ensure accuracy of your responses to questions and will be destroyed at the completion of the study.

• POTENTIAL RISKS AND DISCOMFORTS

We do not expect any risks, discomforts, or inconveniences by participating in this study.

- **POTENTIAL BENEFITS TO SUBJECTS AND/OR TO SOCIETY**

It is not likely that you will benefit directly from participation in this study, but the research should help us learn what women do as a result of their experience in Leadership Texas.

- **PAYMENT FOR PARTICIPATION**

You will not receive any payment or other compensation for participation in this study. There is also no cost to you for participation.

- **CONFIDENTIALITY**

Any information that is obtained in connection with this study and that can be identified with you will remain confidential. Your confidentiality will be maintained by means of a pseudonym. We will not use your name in any of the information we get from this study or in any of the research reports without your written permission. When the study is finished, we will destroy all documents containing your name or anything that might identify you. Ms. Rolle will, however, use the information collected in her dissertation and other publications. We also may use any information that we get from this study in any way we think is best for publication or education. Any information we use for publication will not identify you individually.

- **PARTICIPATION AND WITHDRAWAL**

If you volunteer to be in this study, you may withdraw at any time without consequences of any kind. You may also refuse to answer any questions you do not want to answer.

- **IDENTIFICATION OF INVESTIGATORS**

If you have any questions or concerns about the research, please feel free to contact:

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The UIW Institutional Review Board has approved this request to conduct this study. If you have any concerns about your rights in this study, please contact Dr. Absael Antelo, UIW-IRB at (210) 832-3215 or email antelo@uiw.edu

I understand the procedures described above. My questions have been answered to my satisfaction, and I agree to participate in this study. I have been given a copy of this form.

Printed Name of Participant

Signature of Participant

Date

University of the Incarnate Word
Institutional Review Board
APPROVED

IRB Number: 13-02-002

Approval: 2/08/2013

Expiration Date: February 2014