

THE WAY THEY LEAD: Leadership Styles and Practices of Women Leaders in Higher Education

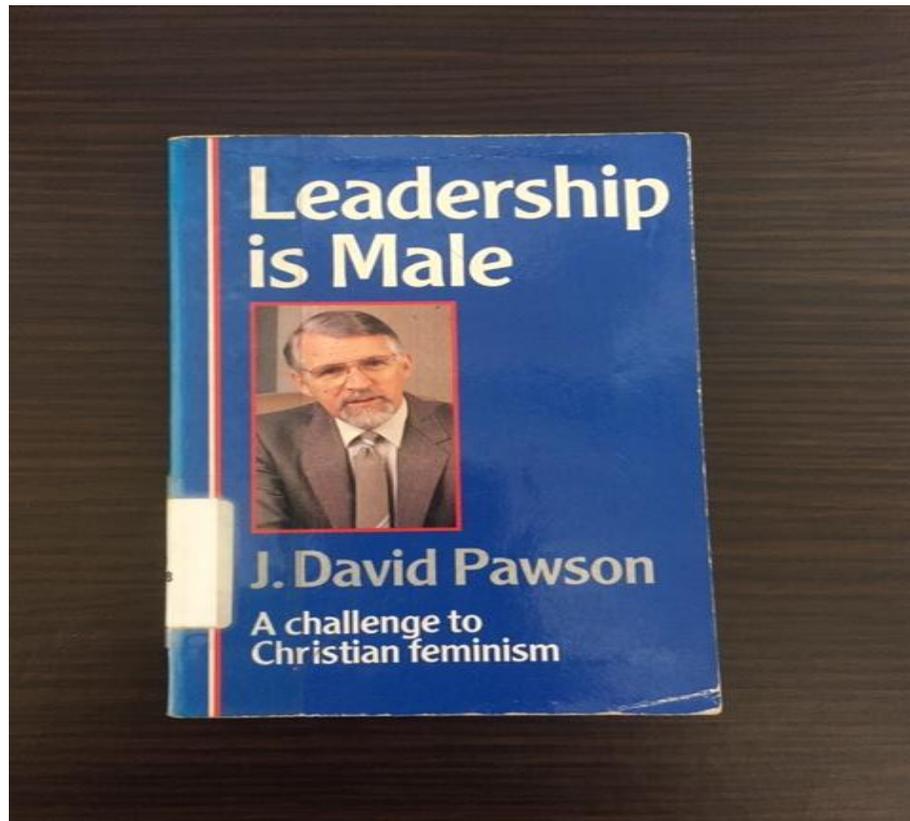
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THE PORTRAIT OF A LEADER



Leadership

Paradigms (Koenig, Eagly, Mitchell, & Ristikari, 2011)

1. Think manager – think male (Schein, 1973)
2. Agentic-communion (Powell & Butterfield, 1979)
3. Masculinity-femininity (Shinar, 1975)

THE PORTRAIT OF A LEADER



1978 - Burns introduced transformational leadership, which he said is related to women leadership style (see Gobaw, 2017). Expounded by Bass in **1985** and by Kouzes and Posner in **1995**.

Conceptions about leaders and leadership have evolved (Koenig et al., 2011; Kreidy & Vernon, 2018)

STAGE FOR WOMEN LEADERSHIP

1. Changing mindset

- Millennials are not constrained by gender roles and stereotypes (Wilén-Daugenti et al., 2013)
- 89% of Americans are comfortable with women as leaders, compared to 77% in 2002 (Wilén-Daugenti et al., 2013)
- Educational leaders are perceived as less masculine (Koenig et al., 2011)

2. Recognition of organizational benefits of gendered-balanced leadership

- Higher profits (AAUW, 2016; Clerkin, 2017; Wilén-Daugenti et al., 2013); higher levels of organizational innovation (Torchia, Calabro, & Huse, 2011); less group thinking (Opstrup & Villadsen, 2015); better workplace (Clerkin, 2017)

STAGE FOR WOMEN LEADERSHIP

3. Need for Alternative Leadership Styles

- transformational, ethical, authentic, democratic (Burns, 1978; Gobaw, 2017; Grogan & Shakeshaft, 2011; Wilen-Daugenti et al., 2013)

4. Need for new leadership skills

- Communication skills, organizing people, mentoring/coaching (Wilen-Daugenti et al., 2013); empathy, flexibility, sociability (Calipher study, 2005)

STAGE FOR WOMEN LEADERSHIP

- Many traits . . . for 21st century leadership . . . are traditionally thought to be 'feminine.' . . . It will be increasingly important for women and men to learn from and teach each other regarding leadership” (McFarland, Senn, & Childress, as cited in Boatman, 2007, p. 74)
- The 21st century is a great time to be a woman (Wilen-Daugenti et al., 2013).

PURPOSE OF THE STUDY

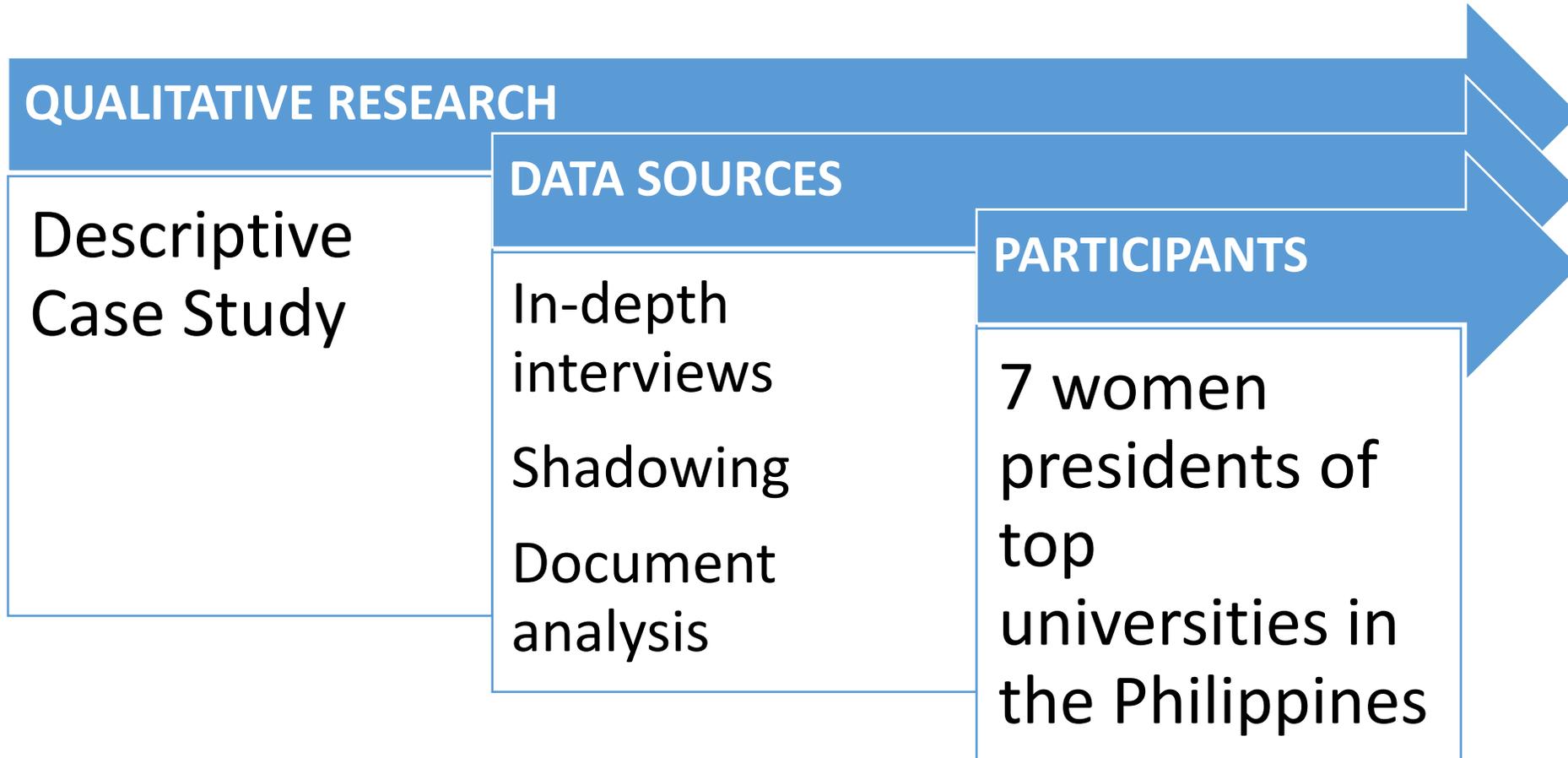


- To find out how women university presidents lead

THEORETICAL FRAMEWORK

- Transformational leadership (Kouzes & Posner, 1995)
 - Inspiring a Shared Vision
 - Model the Way
 - Challenge the Process
 - Enable Others to Act
 - Encourage the Heart

METHODOLOGY



PARTICIPANTS' PROFILE

Names	Age at appointment	Highest Degree	Civil Status, No. of	Career Path
Pres 1	Late 50s	Doctor in Bus Ad	Married, 3	Faculty, assoc director, prog coordinator, dean, president
Pres 2	Early 60s	PhD Organic Chemistry	Married, 0	Assoc prof, chair, assoc dean, prof, vice chancellor, VPAA, CHED chair, president
Pres 3	Early 50s	PhD Social Psychology	Married, 2	High school teacher, college teaching assistant, faculty, chair, HR director, VPAA, president
Pres 4	Early 50s	Doctor in Education	Married, 2	Teacher, principal, acting dean, directress, president
Pres 5	Early 60s	PhD Organic Chemistry	Married, 3	Faculty, college secretary, director of instruction, coordinator for instruction, director, chancellor, CHED commissioner, president
Pres 6	Late 30s	PhD Organizational Dev't and Planning	Single, 0	faculty, dean, acting director, president
Pres 7	Late 50s	Doctor in Bus Ad	Married, 2	faculty, vice chancellor, VPAA, chair, chancellor, president



FINDINGS

HIGHLY EMPOWERED

- Had empowered mothers and grandmothers
- Earned excellent qualifications and competence; international education, connections, and experience
- Had a wide network (SOPHIA)
- Had strong support from family, specifically husband
- Had a fulfilling personal life by engaging in self-renewing activities

Leadership Practice Inventory

Participants	Model the Way	Inspire a Shared Vision	Challenge the Process	Enable Others to Act	Encourage the Heart	Total
Pres 1	8.67	8.33	7.83	9.67	9.67	8.83
Pres 2	8.5	8.67	7.33	8.83	7.5	8.17
Pres 3	9.67	9.17	9.00	9.00	8.5	9.07
Pres 4	8.67	9.5	7.5	9.00	8.83	8.7
Pres 5	9.33	9.5	9.17	9.67	8.83	9.3
Pres 6	9.00	9.5	8.17	9.00	9.00	8.93
Pres 7	8.5	8.83	8.67	8.83	9.00	8.77
TOTAL	8.90	9.07	8.23	9.14	8.76	8.82

ENABLE OTHERS TO ACT

“I will respect the collegial nature of the University and continue to listen to your advice” (Pres 2, Investiture speech, 2007, para. 10).

“I commit myself to a process that is transparent, unbureaucratic, participatory and empowering; which, while valuing relationships, puts a premium on hard work and merit; with an emphasis on human resource development, whereby all sectors . . . will have the opportunity to grow professionally and personally (Pres 3, Investiture speech, 1998, para. 57).

ENABLE OTHERS TO ACT

- With her high sense of caring, Pres 4 does not only reap a rich academic harvest but also the love of people. She reflects that her effectiveness in leadership stems from the family framework she uses based on her experiences as a woman—nurturing the home and raising her children.

ENABLE OTHERS TO ACT

- Pres 5 provides people with resources to perform their jobs well. She does this by upgrading faculty and staff and rewarding meritorious performance. She instituted a competitive compensation system, a ranking system that balances merit and service, a focused and purposive staff development program, and academic networking. Desirous that the faculty members integrate technology in their teaching, she provides them appropriate training in theory and application.

ENABLE OTHERS TO ACT

- Pres 6 does not allow conflicts to fester and embitter their relationships. When there are conflicts, she resolves them through dialogue and critical examination why the conflict happened. . . . *Resolving conflicts, like other organizational practices, should lead those involved to reflect and ask, “What do I learn from this?” Those at fault should learn to admit their mistakes and to apologize while those who were wronged should learn to forgive.*

ENABLE OTHERS TO ACT

- She supported efforts to enhance faculty productivity by improving their facilities, giving them opportunities to study abroad, and offering awards and incentives. The launching of refereed journals provided faculty the opportunity to publish research articles. For the students, she extended library hours, providing computer units in residence halls, and instituted endowment funds (Romualdo, 2005, para. 8).

INSPIRE A SHARED VISION

“I envision a culture where negative feelings and unconstructive talk and behavior are a rarity and instead, people spend their time happily doing their work, discussing ideas and issues and actively involved and engaged in the real and great work of educating the next generation”
(Pres 3, Service Awards Speech, 2009, para. 5).

INSPIRE A SHARED VISION

- It “can’t be mine alone—not my one voice.... It has to be the joint commitment of the entire CEU community—the voice of the community as one—to the future we will create, the paths we will build and the tools we will forge” (Pres 5, Investiture Speech, 2007, para. 19).

INSPIRE A SHARED VISION

Ten-Point Agenda: (Pres 7)

1. Rationalization of program offerings in the constituent universities
2. Strengthening the university's position as the leading research and development university in the country and eventually in the region
3. Strengthening science and technology programs in all 15 university campuses
4. Development of the university as a community of scholars with academic credentials comparable to their counterparts in the best universities in the world
5. Review of the admissions systems for undergraduate programs to ensure the admission of the best and the brightest students
6. Improving administrative efficiency
7. Review of tuition fees and the socialized tuition and financial assistance program
8. Pursuing aggressive resource generation and mobilization programs
9. Upgrading faculty, staff and student welfare/benefits
10. Celebrating the University Centennial

MODEL THE WAY

1. High work ethic – punctuality to all appointments, diligence to all tasks
2. Adherence to university core values

MODEL THE WAY

- Work is “not just a job or a means to earn a living but also a contribution to national development, an opportunity for service, an instrument for personal and professional growth (Pres 5, Service Award Speech, 2008, para. 1)

CONCLUSION

- Women leaders are transformational leaders. They are empowered and empowering, vision-centered and consultative, and models of their institution's shared values. Women leaders do not only share their vision to their followers; they make their followers feel they own it. They do not only craft the vision with their subordinates; with them they fulfill it. They are not only dreamers and planners; they are also doers and they follow through with passion and dedication what they promised to achieve.

CONCLUSION

“When I look at the issues we face, and when I think of the changes we need, I am convinced as I have ever been that our future depends on the leadership of women—not to replace men, but to transform our options alongside them” (Wilson, 2004).