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8-13-1999

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MAL 597: Plan B Major Paper
August 13, 1999

Abstract

Traditional models of leadership have been associated with either masculine or feminine traits, as illustrated by the transactional and transformational styles, respectively. A new model of leadership has emerged that requires that both feminine and masculine traits be incorporated into a leader's style. The Augsburg Leadership Development Model supports this new style of leadership by maintaining a neutral gender role association.

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Introduction:

Problem Statement

This research focuses on whether or not the Augsburg Leadership Development Model exemplifies a balanced gender role approach in the practice of the art of leadership. During the course of leadership study, the student learns that there are hundreds of theories of leadership, each with its own style and hypothesis about how leadership works. The Augsburg Model is not intended to be a theory of leadership; rather it is a collection of attributes that a leader must possess in order to be successful. By examining certain theories or styles and comparing them to the Model, it is clear that some theories or styles "fit" better within the Augsburg Model than others do.

Additionally, several studies have shown that some theories of leadership are more closely associated with the leadership styles of a specific gender type, either a male or a female. For example, in one study, the transactional theory of leadership was described as being linked to a man's leadership style, and the transformational theory of leadership as being linked to a woman's leadership style (Bass & Avolio, 1992). Subsequent studies have expanded these conclusions to determine that certain leadership attributes can actually be more associated with a gender behavior or role rather than with the actual gender type.

A gender type is the biological sex of a person, male or female. A gender role is a learned behavior. A male

gender role is defined as masculine, and a female gender role as feminine. The terms "masculine" and "feminine" are difficult to define, as they tend to change within specific cultural contexts and with different societal norms. Current meanings of the "masculine" role include being strong, ambitious, and emotionally controlled. Alternately, the most current meaning of the "feminine" role includes having the ability to behave emotionally, being nurturing, and being non-aggressive (Wood, 1994).

The traditional model of leadership is based on a masculine gender role, as illustrated by the key attributes of competition, control, and aggression. This model really originated in the factory settings where control over the line workers was necessary in order to keep them as productive as possible, as well as safe. This traditional leadership model grew strong in the early corporate world, the perfect forum for the aggressive and competitive masculine style, where trying to get ahead was key in the hierarchical maze.

As more women entered the workforce and tried to adapt to this masculine style, it soon became evident that the feminine gender role was beginning to influence leadership. In the late 1970s, many leadership studies and literature had begun to cite the advantages of a feminine style of leadership over the masculine style. This feminine type of leadership is described as one that promotes the achievement

of mutual goals, delegation, and teamwork. Support for this model grew, and people began to adopt a more feminine style, trying hard not to be too aggressive or competitive, opting instead to be collaborative and nurturing.
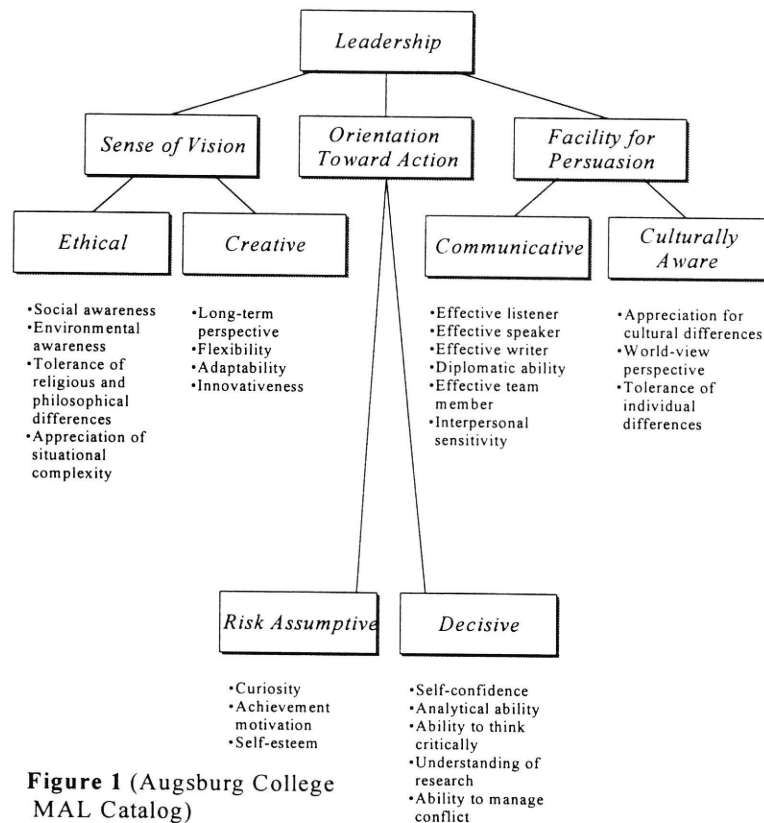
Beginning in the early 1990s until present, another group of studies has focused on the positive effects of a balanced gender role model of leadership. This leadership model promotes the utilization of both gender role attributes, an androgynous leadership that is comprised of both the traditional masculine and more recent feminine leadership characteristics. The researcher's hypothesis is that the Augsburg Leadership Development Model supports the latest theories of androgynous leadership by encompassing both feminine and masculine leadership characteristics.

The first question that will be considered is how many of the Model's leadership attributes are associated more with either a female gender role, a male gender role, or a neutral or androgynous gender role. From this analysis, it can be determined whether or not the Augsburg Leadership Development Model is balanced in its associations to gender roles.

Next, based on the outcome of the gender role association analysis, the Augsburg Model will be assessed for its ability to support the latest theories of androgynous leadership.

Background

The Augsburg Leadership Development Model was developed by the 1985-87 Augsburg Faculty Graduate Advisory Committee. It contains three key attributes: a sense of vision, an orientation toward action, and the facility for persuasion. Each of the three attributes has two specific abilities or awarenesses that support a person in becoming skilled in each area. The six abilities and awarenesses are also supplemented by a specific set of supporting outcomes that define how they promote each of the three key attributes (See Figure 1).


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                          Leadership

     Sense of Vision    Orientation        Facility for
                        Toward Action      Persuasion

     Ethical   Creative         Communicative   Culturally
                                                 Aware

•Social awareness  •Long-term       •Effective listener  •Appreciation for
•Environmental      perspective     •Effective speaker    cultural differences
 awareness         •Flexibility     •Effective writer    •World-view
•Tolerance of      •Adaptability    •Diplomatic ability   perspective
 religious and     •Innovativeness  •Effective team      •Tolerance of
 philosophical                       member               individual
 differences                        •Interpersonal        differences
•Appreciation of                     sensitivity
 situational
 complexity

                    Risk Assumptive   Decisive

                    •Curiosity        •Self-confidence
                    •Achievement      •Analytical ability
                     motivation       •Ability to think
                    •Self-esteem       critically
                                      •Understanding of
                                       research
                                      •Ability to manage
                                       conflict
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Figure 1 (Augsburg College MAL Catalog)

The Master of Arts in Leadership (MAL) program offers courses that are designed to provide an awareness and understanding of each of the elements of this model. Each course is targeted to the pursuit of knowledge of a particular key attribute, ability, or awareness. By understanding each of these elements and integrating the subject knowledge presented in each new course, the student develops a broader understanding of leadership.

Literature Review

Definition of Terms

The following terms are used throughout the research paper.

1. Gender Role: Gender role can be defined as the identification with either feminine or masculine traits as defined by measures of gender role identity, such as the Bem Sex Role Inventory or BSRI. Men or women could have either a male, female, or androgynous gender role based on whether he or she identifies with predominantly masculine, feminine, or both traits (Luhaorg, 1995).

2. Transformational Leadership: Transforming leadership occurs when both the leader and follower are raised to higher levels of motivation and morality with a common purpose (Burns, 1978). These leaders exhibit charisma, use symbols to focus employee efforts, and treat followers as individuals based on their needs, as reported by Bass & Avolio in 1993 (Maher, 1997).

3. Transactional Leadership: Transactional leadership behaviors emphasize exchanges between leader and follower and focus on how current needs can be filled, with no enduring purpose that holds them together (Burns, 1978). These leaders tend to offer contingent rewards, manage by exception, and intervene only when there are problems, as reported by Bass & Avolio in 1993 (Maher, 1997).

4. Agentic and Communal Social Behavior: Gender differences have been described in terms of two types of qualities or behaviors: communal and agentic. The agentic dimension represents an assertive, goal-directed, controlling tendency. The communal behavior primarily represents the concern with the welfare of other people (Eagly, 1987).

Importance of the Research

There are almost as many leadership theories in existence as there are actual leaders. Each scholar who conducts a research study or authors a book comes up with a new view on how leadership works. In the past, there has been a tendency to look at these theories as having either a female or male gender role bias, such as the popular theories of transformational and transactional leadership.

In a study that focused on a sample of middle to upper managers, Bass and Avolio (1992) discovered that the female managers were rated as more transformational in their leadership styles than male managers were. Additionally, male managers were found to exhibit more transactional leadership behaviors than women. Subsequent research has reported the same findings (Maher, 1997).

These tendencies have been explained by the fact that women possess a quality of nurturing that enables them to be more transformational in their behaviors (Maher, 1997).

There have been many studies that have tried to investigate this feminine predilection for nurturing. Some argue that it is a natural quality that is genetically based just as the ability to have children is (Wood, 1994). It has also been argued to be the product of a young girl's socialization, as exemplified by her mother, by other women role models, and even by the games that girls are taught (for example, caring for dolls, keeping house) (Jamieson, 1995). In either case, the consensus is that whatever the cause, the effect is that the feminine gender role exhibits a stronger nurturing quality than the masculine gender role.

The lack of a strong nurturing quality promotes the masculine gender role association with the transactional model of leadership. Males have typically been associated with the ability to ignore people's needs and simply to get the job done. Again, there are competing opinions in the literature as to why men have had these associations. Are these associations genetic traits, held over from the primitive days of hunting and fighting, to defend themselves against danger? Alternately, is it simply their socialization, following the examples of their fathers, and a by-product of the games society teaches young boys to play (for example, war or cowboys and Indians) (Jamieson, 1995).

Whatever the case, the feminine gender role association to the transformational leadership model and the male gender role association to the transactional model of leadership

are only two examples of the many theories that have been shown to be biased to either one gender role or the other.

The latest leadership models, however, have begun to integrate the gender roles. This type of leadership, described by some as "connective", seems to be more suited to the workplace and society today. The model draws support and strength from its association with a neutral gender role. It is a leadership style that "proceed(s) from a premise of connection" (Gilligan, 1982) and a recognition of the relationships that bind society in a large web of mutual responsibilities. This new leadership encompasses both transactional and transformational leadership behaviors, and also considers the attributes of individualism, charisma, and collaboration (Lipman-Blumen, 1992).

This androgynous leadership model does not suggest that all behaviors are associated with a neutral gender role. Rather, it is a blending of masculine, feminine, and neutral behaviors. In order to be able to lead effectively, one must be able to display both task-oriented, transactional male gender role-associated behaviors, as well as socio-emotional, transformational female gender role-associated behaviors.

While men tend to display more male gender role behaviors, and women display more female gender role behaviors, studies have shown that men and women can be equally proficient in task-oriented and socio-emotional

roles (Wood, 1994). These findings relate directly to the idea that gender roles are determined by societal norms and are not genetically based behaviors.

As an example, in the days when America was defined by farming and pioneering to the West, physical strength and endurance was masculine, while femininity was defined as being able to understand family finances and keeping the household matters in order. With the Industrial Revolution, masculinity became redefined as having intellect and financial acumen because physical strength was no longer what was required to get ahead (Wood, 1994).

Today, perhaps things are changing as women redefine themselves as being able to have ambition and intelligence as part of their feminine selves. As the definitions of "feminine" and "masculine" roles evolve over time, they may reach a point where they are no longer associated with a particular sex type. Instead, they may become associated with particular characteristics, allowing the specific gender behaviors of masculinity and femininity to be associated with an individual, regardless of whether he or she is male or female. Androgynous men and women will become the norm, freely adapting to situations by utilizing their feminine or masculine gender role behaviors.

This concept of men and women freely adapting any gender role behavior will be necessary in order to obtain excellence in the practice of the new androgynous models of

leadership. Both men and women must work to obtain the knowledge of different gender behaviors as they evolve in order to apply them to the new gender balanced leadership approach.

In light of the fact that the behaviors must be learned, it is important that a program whose goal is to assess, promote, enhance, and refine leadership characteristics of both male and female leaders approach this task by utilizing a leadership model that supports the new androgynous style of leadership. By providing a balanced model, the MAL program can ensure that the leaders who emerge can be as effective as possible in society today, able to utilize either gender role behavior, regardless of their sex type.

Assessment of the Augsburg Leadership Development Model

Methodology

The following assessment was conducted by associating each of the Model's six abilities or awarenesses with either a predominantly female or male gender role. First, each ability or awareness is described. The supporting outcomes or behaviors that the Model requires in order to achieve the ability or awareness are then described (See Figure 1, page 4). Where the meaning of the ability or awareness is not obvious, additional insight into the significance of the researcher's definition is provided. The MAL coursework completed by the researcher provides the knowledge and background for discussions regarding the abilities and awarenesses, and their supporting outcomes and behaviors.

Once the definitions of the six abilities or awarenesses were determined, a review of the related literature and various gender role research studies was completed. Where there was literature available, each supporting outcome or behavior was researched separately. For each of the six abilities, the literature or research studies were cited as supporting either a masculine, feminine, or neutral gender role association. Where there was either support in favor of both gender roles, or no support for either gender role, it has been noted and labeled as a neutrally associated ability or awareness.

Data Presentation:

Sense of Vision:
Ethical

As described in the Augsburg Model, the ethical awareness that supports a sense of vision is comprised of social awareness, environmental awareness, the tolerance of religious and philosophical differences, and an appreciation for situational complexity (See figure 1, page 4).

Experience with the Augsburg Model demonstrates that strategic planning is a critical component in developing a vision. In particular, a leader must be cognizant of the current issues in society, and of events happening in his or her immediate surroundings. In other words, a leader must have social and environmental awareness. When trying to determine a strategic direction, it is imperative to be able to appreciate the complexities of current and future situations, in order to plan for success.

This characteristic relies heavily on the leader's concern with maintaining connections outside of the organization and in the world at large. The connections are important to leaders so that they can keep an eye on the global picture. In two different comprehensive case studies, the propensity for maintaining a complex network of relationships outside of an organization, thereby having a global view, has been shown to be associated with both masculine and feminine leaders (Helgesen, 1990).

In developing a vision, it is also critical to ensure that the people who need to follow it believe in it. All people in an organization will better embrace a shared vision. If a vision is simply handed to someone, it will generate little passion or drive toward the vision (Senge, 1990). In order to be able to embrace the process of obtaining a shared vision, it is necessary for a leader to be able to embrace others' personal visions. Each personal vision is rooted in an individual's own set of values and concerns. Being able to tolerate others philosophical differences, their values and concerns, is a key factor, then, in developing a vision that can be followed and believed in by most people.

In regard to the ability to tolerate religious and philosophical differences, the researcher was unable to find any studies that expressly show that this ability is associated with either a male or female gender role. However, in a more general review of ethics, the literature does contain studies about gender associations.

According to Gilligan, an ethic of justice characterizes the male moral voice, which is rule-centered and embodies a logic of equality and fairness. In this ethic, everyone should be treated in the same way. An ethic of care characterizes the female voice. It has its basis in the interdependence of self and others, with compassion and nurturance as standards (Gilligan, 1992). These differences

would suggest that the feminine ethic promotes more selfless tolerance than the male ethic does.

On the other hand, Nel Noddings has suggested that the ethic of caring is a basic, androgynous human perspective. Human encounters and emotional responses are basic occurrences of human existence, and as such, natural caring is a relation that humans innately long and strive for (Johannesen, 1996). This perspective suggests that selfless tolerance is not related to a specific gender role.

The final component of having an ethical awareness is an appreciation for situational complexity. Again, there is no specific literature that suggests that this ability is associated with either gender role. The appreciation of situational complexity is really related to a person's ability to be able first to understand the situation, and next to be able to understand how it may affect specific behaviors and outcomes. These abilities are associated with whatever ethical framework in which a person operates.

For example, a woman is raped and is impregnated by her rapist. This woman chooses to abort the fetus, wishing to avoid the emotional and economic trauma that she is sure will befall her. For someone who operates strictly within an ethical absolutism system that prohibits killing, it is wrong to have the abortion, as the procedure violates the basic principle of not killing people. For the absolutist, it doesn't matter what the circumstance or the outcome, it

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is the fact that the act of killing violated a principle or rule (Pojman, 1995).

In contrast, for someone who operates within an ethical relativism system, the act of abortion is not the issue. In fact, the choice of the woman can be looked at in light of the social implications and acceptance of her actions (Pojman, 1995). Neither of the ethical frameworks is right or wrong; they are simply different. Various situations and their complexities can be interpreted and accepted differently, based on these frameworks rather than on a particular gender role association.

As described, having an ethical awareness, which is necessary for the attribute of a sense of vision, cannot be clearly associated with either a male or female gender role. This first awareness can be categorized as neutral.

Creative

The next element of the Augsburg Model discussed is the creative ability that supports a sense of vision. This ability is comprised of a long term perspective, flexibility, adaptability, and innovation (see figure 1, page 4).

Creativity is described as an action producing a result that is novel or something that has not been seen before. The result is useful and effective, and it enriches someone's life. The result is also understandable, meaning

that other results like it can be produced in the future (Campbell, 1977). Creativity requires a person to have the ability to comprehend a new direction and to be able to maintain a long-term perspective in how they view a situation. Essential characteristics of a creative person include the ability to be flexible in his or her thinking, original in thought, and able to adapt to new conditions (Campbell, 1977).

A comparison of two case studies surrounding male and female work preferences show that men tend to become overly absorbed in the day-to-day tasks of management, and therefore rarely have time to contemplate long range planning or goals. Women, on the other hand, keep a long-term perspective in focus. As an example, one female study participant spent as much as two hours a day monitoring her field of work in order to detect early trends. As a radio station owner, she took every opportunity to scan other stations in order to determine what was popular, and what sounded good (Helgesen, 1990). The time spent listening to other stations aided her in her ability to think of future directions for her station, and opened her up to ideas outside of her own small market.

A typical male gender association is the ability to be goal directed. Various studies have shown that masculine behavior includes a single-minded ambitiousness and directness that supports this (Gibson, 1995). These

attributes seem to be antithetical to the ability to be creative, as one of the hallmarks of creativity is being able to be open-minded and flexible (Campbell, 1977). For example, if someone were asked to come up with a list of ideas on how to increase sales for a brick, the more open-minded thinker would come up with non traditional uses, such as using them to warm sheets on a cold night or using them in a new track and field event, the brick-put. These uses are much more creative than building a house or a fireplace.

In addition to this evidence, there are some aspects of creativity that simply conjure up images of the feminine role, such as imagination, fantasy, poetry, color, music, and tenderness (Adams, 1986). These images support the association, although perhaps weakly, of creativity to a feminine characteristic. Due to the phenomenon of social stereotyping, most men do not want to be associated, even weakly, with poetry, music, tenderness, as this association may somehow decrease their ability to be masculine (Wood, 1994). Throughout history, the artist, an inherently creative person, has been overtly associated with more feminine characteristics, especially in the area of his sexual preference for men (Adams, 1986). This homosexual association, while decreased over time, is still present.

It is not a stretch to imagine that this stereotype of lowered masculinity, in turn, aids in the formation of a mental block toward creativity in a man (Adams, 1986). For

some men, this mental block does not allow them to be particularly creative in business. This male reticence to behave creatively furthers the association that creativity is, indeed, more characteristic of the feminine role.

Through understanding the studies and literature about the creative ability that is necessary for having a sense of vision, it is clear that it is more associated with the female gender role.

Orientation toward Action

Risk Assumptive

The orientation toward action is the next behavior described by the Augsburg Model. The ability to be risk assumptive is the first supporting characteristic of the orientation toward action. This ability consists of curiosity, achievement motivation, and self-esteem (see figure 1, page 4).

The researcher did not discover any studies or related literature specific to the discrete characteristics that comprise the Augsburg Model's description of the ability to be risk assumptive. Nonetheless, there is literature related to the ability to be able to take risks, in general.

In most literature, risk taking has been associated with the male gender role. Research, as described in *Breaking the Glass Ceiling,* has demonstrated that one of the most common associations with masculine traits is a

competitive drive, ambition, and an overall willingness to take risks (Morrison, 1987). In addition, a popular study completed in the 1970's identified the phrase "willing to take risks" with a masculine gender association (Bem, 1974). Several studies have also shown that men tend to be extremely goal oriented, and willing to do whatever it takes to reach the goal (Maher, 1997).

In contrast, the feminine gender role has been described as soft-spoken, yielding, and sensitive to the needs of others (Bem, 1974). These phrases suggest that the feminine role trait is to be more risk averse, or even to avoid risk altogether. Risk taking often means taking a stand, which is difficult for a woman who has been brought up to be conciliatory.

The discussions here indicate that the ability to be risk assumptive, which supports the Augsburg Model's key attribute of having an orientation toward action, is more closely associated with a male gender role.

Decisive

According to the Model, the ability to be decisive is comprised of the components of self-confidence, analytical ability, an ability to think critically, the ability to manage conflict, and the understanding of research (see figure 1, page 4).

In one study, adjective associations such as "analytical", "ability to make decisions easily", and "self-confident" have been described as being associated with a masculine gender role (Bem, 1974). Additionally, various studies have demonstrated that men are more often characterized by the agentic qualities of self-reliance, and decisiveness (Gibson, 1995). In fact, male gender communication is described as assertive and confident while female communication is described as deferent (Weaver II, 1995). This particular observation may be reflected in the gender associations of the ability to manage conflict, as well.

In assessing the ability to manage conflict, the ability to be direct and assertive suggests that the masculine trait would not want to avoid conflict at all. Conversely, the feminine associated qualities of wanting to ensure that everyone is happy and cared for suggests that there may be a tendency to avoid conflict, as it means that there are people who are unhappy (Jamieson, 1995). Conflict management cannot be positive if there is an avoidance of it altogether. This observation supports the position that effective conflict management is a male gender associated trait.

On the other hand, the ability to manage conflict may also be viewed as being more closely associated with a female gender role. Conflict management could definitely

benefit from the feminine qualities of having an eagerness to soothe hurt feelings, of being aware of the feelings of others, and of feeling empathy. Wanting to soothe the conflict and being able to understand the other party's point of view would aid in the rapid closure of a conflict situation. In light of the fact that conflict management can be argued to be associated with either a feminine or masculine gender role, it must be characterized as neutral.

The next supporting component of the ability to be decisive is the ability to understand research. No research was located to support either gender role as being more intelligent or able to reason. There is, however, a popular double bind that has been described as the womb/brain bind. It is rooted in the myth that both the brain and the womb require energy, and that a woman's intellectual activity would cheat her uterus of being able to successfully reproduce (Jamieson, 1995). The perpetuation of this myth over the last few centuries has resulted in a belief that a woman can not be a true female if she is allowed to develop her intellect. Here lies the root of any sort of myth that a woman is not capable of being as intelligent as a man is.

At one time a powerful stereotype that limited a woman's potential, it is today nothing more than a remnant of our historical perspectives on how females and males have developed into more equal, gender neutral people. In reality, the ability to understand research is really more

reliant on an individual's personal intelligence and reasoning than it is on feminine or masculine traits.

Although the ability to think critically, to understand research, and to manage conflict have no clear gender role association, the assertive, self confident trait that also describes this ability to be decisive is more closely associated with a male gender role.

Facility for persuasion
Communicative

The next attribute in the Augsburg Model is the facility for persuasion. One of the two abilities required for the facility of persuasion is being communicative. This ability consists of being an effective listener, speaker, and writer, having diplomatic ability, being an effective team member, and having interpersonal sensitivity (see figure 1, page 4).

There has certainly been a fair amount written and researched on the topic of gender roles and communication styles. Most of this research, however, has focused on the fact that the communication styles between gender roles are different, and not on which styles may be more effective.

The communication style associated with the masculine role has been characterized by the qualities of assertion, independence, competitiveness, and confidence (Weaver II, 1995). In contrast, the communication style associated with

the feminine role has been described as dependent, collaborative, and participative (Weaver II, 1995).

In fact, depending on the situation, one may be able to argue that either of these gender-related styles is more effective. One particular study looked at how often males or females spoke in a group setting. The study found that males spoke more frequently in impersonal groups while females were found to speak more often in a personal group (Petzel, 1990).

Utilizing this information, it is obvious that either the masculine or feminine styles may be considered effective. For example, in a meeting of a newly formed group, the assertive, confident masculine speaker may seem more effective than the feminine one. The masculine speaker can put people at ease by communicating the agenda right up front, can help to make people feel as if there is a purpose, and that things are under control. Conversely, within a small intimate group, the participative, personal communication of a feminine style would be more effective. This speaker can be inclusive of everyone, and make him or her feel comfortable participating. This example presents two different situations, with different needs, that were met more successfully by a different gender communication style.

The effectiveness of written communication is similar to spoken communication, where it is dependent upon the

audience and intent. The same characteristics can be applied to the gender associations of the spoken word, with the masculine style being more assertive, and the feminine style being more participative.

There is also a difference noted between the way that male and females treat written communication. One case study found that executive women always made an attempt to answer their mail, and looked on it as a way to keep relationships in good repair. Females tended to respond personally to their mail, treating it as an integral part of their day while men looked at their mail as a burden (Helgesen, 1990). However, this particular characteristic speaks more to the interpersonal sensitivity of the female gender role than it does to the actual effectiveness of written communication, unless, of course, the situation calls for a high degree of interpersonal sensitivity.

Adjectives associated with feminine role traits are "compassionate", "eager to soothe hurt feelings", "sensitive to the needs of others", "tender" (Bem, 1974). These adjectives describe someone capable of having a strong interpersonal sensitivity. Masculine role traits, on the other hand, are described as the ability to defend one's own beliefs, being individualistic, and having a strong personality. These words seem to negate the essence of being interpersonally sensitive. If someone is too wrapped

up in his or her own feelings, it is difficult to be sensitive to others.

Listening is a skill that also requires one to be interpersonally sensitive, to be able simply to absorb information without trying to push one's own agenda. In the male role-associated transactional style of leadership, listening is not a function of being successful. Simply communicating tasks and obtaining the outcome is the goal. The female role-associated transformational style of leadership promotes active listening. It thrives on the premise that collaboration is essential to success.

As an example, one case study that looked at five executive women found that the women utilized listening both as a way to gather information in order to make good business decisions, as well as a way to make people feel good about their personal value (Helgesen, 1990). This study shows that women take care in their listening, and place a high value on it.

The ability to be an effective team member means several things. First, and foremost, having the required knowledge or skill required for the job is important. This knowledge is not dependent on the gender association of an individual; rather, it is a function of his or her job qualifications. Beyond these criteria, however, is a list of things that have been commonly associated with the effectiveness of a team member: the ability to ask

questions, to listen to others and be open to their ideas, to reach common understandings, and to collaborate, instead of dominate (Scholtes, 1996). These abilities have previously been described in the research as being associated with a feminine gender role.

In order to have a diplomatic ability, it is important to understand diplomacy. Diplomacy can be defined as "the act and practice of conducting negotiations" (Merriam-Webster, 1997). According to several studies done on negotiations, successful negotiators possess the following qualities: they set their objectives in advance and strategically plan for each potential issue; they learn all they need to learn about the other parties' needs, past history, and trustworthiness; they listen, and try to promote mutual understanding; they are also more likely to share personal feelings throughout the process (SMS, 1998).

As discussed in relation to having a sense of vision, the propensity for strategic planning cannot be expressly associated with either gender role. Understanding the needs of the other party, listening in order to promote mutual understanding, and sharing personal feelings have been associated with a feminine gender role.

These facts suggest that a female gender role would be more successful in negotiations. However, this feminine gender role association would seem to be in contrast with the belief that men are better at getting what they want and

staying in control than women (Gibson, 1995). Arguments in this case can be made for either association, and thus remain neutral.

The supporting behaviors of effective speaking and writing, as well as the ability to be diplomatic, were found to be neutral, while the behavior of being an effective listener was found to have a feminine gender bias. The ability to be an effective team member is also more associated with a feminine gender role. The evidence suggests that the communicative ability required for the facility of persuasion can be more closely associated, overall, with a feminine gender role.

Culturally Aware

The second behavior supporting the facility for persuasion in the Augsburg Model is cultural awareness. This awareness is composed of having an appreciation for cultural differences, a world-view perspective, and the ability to tolerate individual differences (see figure 1, page 4).

The first step in gaining a cultural awareness is being open to the idea that there are indeed other cultures that exist and are important. Once an individual accepts that his or her culture is not the only one in existence, he or she must seek out the information about what makes the other cultures different and valuable.

Pursuant to an earlier discussion of ethics and the ability to tolerate others in general, it has been noted that these characteristics have no clear gender role associations. Of all of the awarenesses, cultural awareness can be most closely associated to an individual's personal set of values than any of the others. A personal set of values cannot be specifically related to either a masculine or feminine gender role.

If an individual wishes to become culturally aware, he or she will seek out the knowledge of other cultures. This knowledge includes understanding other countries' and groups' religions, languages, and ways of thinking and learning (Hall, 1976). This knowledge-seeking will be a function of an individual's personal motivation to become more aware of his or her own surroundings. The ability or motivation to seek out this information is also not gender role related. Cultural awareness can be associated with a neutral gender role.

Summary:

Each of the Augsburg Leadership Development Model's six abilities and awarenesses was examined for its association to a feminine or masculine gender role. Of the six, the ethical awareness and ability to be culturally aware were noted to have no particular gender role association, and thus were labeled as *neutral.*

The ability to be creative and the ability to be communicative were found to have more *feminine* trait components, and are thus supportive of a female gender role association. In contrast, the ability to be risk assumptive and the ability to be decisive have a preponderance of support for their association to the *masculine* gender role (See Figure 2).
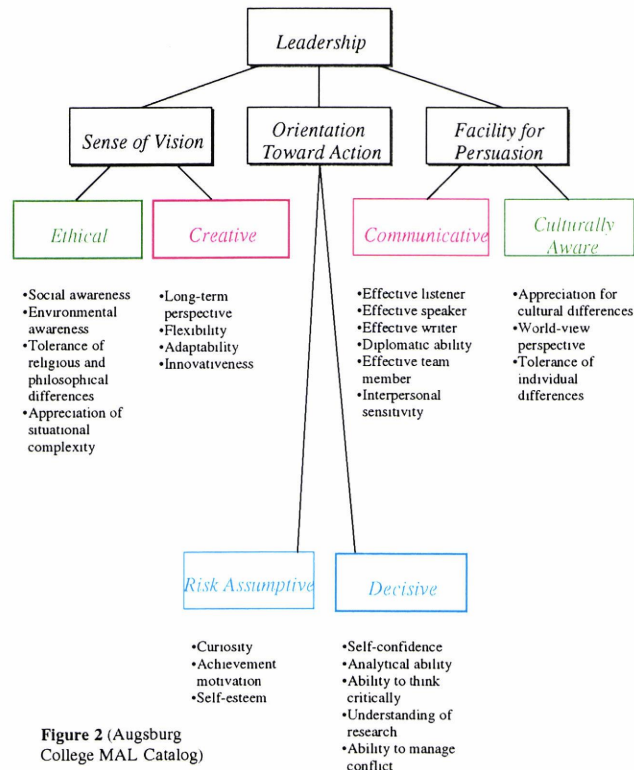
Figure 2 (Augsburg College MAL Catalog)

Conclusion

The first question asked in the research was whether or not the Augsburg Leadership Development Model is balanced in its associations to gender roles. Taken in total, there are two neutral, two feminine, and two masculine associated abilities. Thus, the conclusion that can be drawn is that the overall Model's association can be reported to be balanced in its gender role associations.

The importance of this gender role balance is in its ability to be able to support the latest theories of leadership. The evidence that the Augsburg Leadership Development Model is balanced in its gender role associations demonstrates that it can support the new androgynous leadership theories that have emerged.

The Augsburg Leadership Development Model, with its gender-balanced approach, provides an excellent framework within which the MAL students can apply many leadership theories. Although it was developed at a time when most leadership theories were associated with having either a feminine or masculine gender association, it is still relevant to androgynous theories.

There are, of course, some abilities and awarenesses that are expressly associated with either a female or male gender role. These associations advocate the fact that the model can still support applications to leadership styles that are only masculine or feminine, such as the

transactional and transformational theories. Nevertheless, the model can and does transcend these in support of a blended style by maintaining a balance that suggests that both feminine and masculine traits are necessary for successful leadership.

An integral part of being an effective leader is being able to identify many leadership styles, and to understand their strengths and weaknesses, regardless of the gender associations. The true strength of the Model is its proven ability to support any leadership theory: masculine, feminine, neutral, or a blend of any of them.

The ability to support these different gender role-associated leadership theories demonstrates the flexibility that is offered in this Leadership Model. As popular opinion and theories change and evolve, the Augsburg Model will have the ability to support and enhance any of them.

With the knowledge that the newest leadership theories encompass all gender role associations, and that the Augsburg Model encompasses all gender role associations as well, the MAL Program can utilize this research study in its efforts to recruit new leadership scholars.

Students are looking for a flexible, yet comprehensive framework for leadership study, and the Augsburg Leadership Development Model can provide it. Not only can the Model support a student's needs for leadership learning today, it

is a representation that will remain intact as leadership
studies evolve into the twenty-first century.

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