WOMEN AND POLITICS:
A STUDY OF WOMEN TRAINED IN A POLITICAL LEADERSHIP SETTING

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This study described in the narrative how women trained in a political leadership setting can create an environment where women's development is enhanced in terms of a woman's voice, her networking abilities, as well as her expectations of herself and of the program. This is the first study of its kind to study women trained in a political leadership setting.

The population of this research study consisted of the Executive Director for the state of Pennsylvania in the Excellence in Public Service Series, the researcher, and the women that were participants in the 2005-2006 class in Pennsylvania. Various methods were used to gather data. The Executive Director was interviewed. The researcher provided the background on the program and her personal experiences as a participant. Finally, the participants of the 2005-2006 class answered an open-ended questionnaire that focused on three main elements: the voice, expectation levels, and networking.

An analysis of the research reveals leadership skills of a woman can be enhanced by participating in a leadership training program of "all-woman" where women are exposed through knowledge, experiences, and practice. The building of trusting relationships, the increased knowledge base, and the networking helped the women to have more confidence, the ability to engage in meaningful dialogue, and to envision higher levels of expectations of themselves necessary for professional development than what was previously considered prior to entering the program. Further, for many, the program exceeded their expectations or the program was a valuable learning experience that no woman would want to miss.

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Dedication

Life is full of trials and tribulations
It is with guidance and support
That one is able to withstand great adversity
In my life, I have had my share of ups and downs
But through it all
One man has been
My guidepost
My anchor
And
My biggest fan—
My father
A man
Of
Character,
Wisdom,
And
Strength

Thank you dad
for being my pillar
to lean on,
to give guidance,
and
to always
believe in me and my dreams!

Love,
Maria

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1.0   LITERATURE REVIEW

1.1   INTRODUCTION

The educational arena has seen drastic changes over the last two decades. In part, the global economy and marketplace are driving the educational system in the United States to change with the changing times. Some could argue that the 1983 *A Nation at Risk Report* spurred extensive public debate on how schools should be reformed given the dismal scores in math and science of our youth as compared to other countries (The National Commission on Excellence in Education [NCEE], 1983; National Center for Education Statistics [NCES], 1991, ¶1).

A sister report issued in 1986, *A Time for Results*, by the National Governors' Association, had similar findings and recommendations as the *A Nation at Risk Report* (NCES n, 1991, ¶ 2). Subsequent to the release of *A Nation at Risk Report* and its sister report, *A Time for Results*, two educational summits have since taken place. The first in 1989 under the presidency of George H. W. Bush (NCES, 1997, Sept., Intro. and Overview, ¶ 1; NCES, 1991, ¶ 3; George Bush Presidential Library) and the second in 1996 under the presidency of William J. Clinton (NCES, 1997, Sept., Intro. and Overview, ¶ 6).

School reform has also taken many forms in the last two decades, including but not limited to, the enactment of Goals 2000: Educate America Act (1994) (*Teleconference remarks*,

1994; *Remarks on Signing the Goals 2000*, 1994),   public school choice in terms of charter schools and cyber charter schools, and the No Child Left Behind Act of 2001.

The 1990s also brought about another change technologically that has expedited access to information and how education is received—the world wide web. The information highway has provided information at one's fingertips through a computer which has provided different avenues for education to be received such as distance learning and cyber schools.   Bill Gates, in his book *The Road Ahead* (1996), predicted such events and perhaps we take them for granted as stated by Greene (2005).

With the changes occurring in the world with the information age, also changing are brick and mortar schools and how they are run. Change has been seen in a shift to hiring nontraditional superintendents to run schools (Schaarsmith, 2005; "Trend illustrated," 2005) to trends impacting the educational climate (Marx, 2006; Sims & Sims, 2005). Sims and Sims (2005) indicated that there are seven major trends that will impact the educational system significantly: student achievement, funding, teacher quality, accountability and standards, student body composition, technology and educational choice (p. 195). Marx (2006) stated that "[t]here is no more status quo. Change is inevitable; progress is optional" (p. 1). He proposed sixteen trends to address our ever changing society. "Each has implications for schools, school systems, colleges, universities, and other institutions, including communities, nations, and the world" (Marx, 2006, pp. 3-4).

One trend in particular, "trend 6" as proposed by Marx (2006) focused on the demand for personalization (p. 141). Marx quoted Sir Isaac Newton "[t]o any action, there is an equal and opposite reaction" (p. 141). Marx believed that our standards based educational system will more than likely demand more personalization for every child (p. 142) since there are no "cookie

cutter kids" (p. 148). However, for this to happen, Marx stated that public officials need to be flexible with their standards and high-stakes tests and whether such tests are appropriate to produce "students capable of thriving in a global knowledge/information age" (p. 155). Further, Marx noted the following as it related to personalization and standards based education:

> Schools will be challenged to shape education programs that balance the interests, abilities, talents, and aspirations of students with the needs of society. Since students have a world of information and ideas at their fingertips in our fast-emerging global knowledge/information age, they will insist on understanding why what they are expected to learn will be useful to them. We live in an era of mass customization, which constantly puts pressure on standardization…. Growing numbers of educators and public officials will need to realize that the only logical way to reach and exceed appropriate standards will be through personalization. 'The success of our schools will be measured on how quickly we move toward emphasizing the development and application of each individual's skills and talents, as opposed to being an informational delivery system,' George Hollich remarks (p. 157).

Logelin (1997) in her dissertation spoke of parallel trends with converging paths that will change how educational administration is viewed for both men and women (p. 1). Logelin stated

> [w]hen we apply the principles of systems thinking to education in the context of the social and technological changes we are currently experiencing, a new vision of leadership emerges. Leadership characterized by a shift from the command and control philosophy of the industrial worlds based on male muscle, to leadership characterized by the commitment, consensus and cooperation philosophy of the information age based on male or female intellect (p. 2).

Likewise, Fiorina (2006) stated as the former CEO of Hewlett-Packard and the first woman CEO of a Fortune 100 company, that "[l]eaders are defined by three things: character, capability, and collaboration" (p. 185; see also pp. 222, 284).

Although prior research found that about 96 percent of superintendents were predominately male (Arnez, 1981; Ortiz, 1982; Edson, 1988; Shakeshaft, 1989), this is beginning to change. Glass (2007) reported that 21.7% of superintendents were women in 2006. In part,

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the need for personalization leans in favor of a more feminine approach to the changing

educational climate. As Masini (2006) noted,

> [w]omen's life cycles make them more flexible and adaptable to different situations….This capacity to do many things at the same time is one of women's great assets, and it will become increasingly necessary in an ever-changing society where changes affecting people and families become progressively more rapid (p. 61).

However, for women to become more prevalent in leadership positions, including in the

role of superintendent, they must honor themselves.

> Although invisible in the past, they can often become visible and constructive in a future society….But…women have to become visible to themselves. They must understand that their capacities are more suited to the new society and are in conflict with the society that is prevalent today, but that has reached its external and internal limits (Masini, p. 62).

In order to have a better understanding of how our educational system can embrace

women leaders given our changing educational climate, a review of the literature of women in

leadership is necessary, and in particular, a review of how one leadership program for women in

a political context is making the grade.

1.2   THE ROLE OF WOMEN AS LEADERS

1.2.1   Brief History:

Women over the years have been treated differently than their male counterpart. This includes

women in leadership positions. Belenky, Bond, and Weinstock (1991) have noted that women,

including women of color, have been stigmatized "as other--different, deficient, unworthy of

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being full participants in society, their interests subordinated to those in power" (p. 3; see also Tyree, 1995; Chliwniak, 1997, p. 2; Shakeshaft, 1986, p. 500).[1]

History as far back as the basic documents written for our new nation failed to take into consideration women (Ireland, 2003, p. 194). When John Adams, one of our founding fathers, was ask by his wife, Abigail Adams, in a letter to "Remember the ladies" his written response was "Depend on it. We know better than to dismantle our masculine system"! (Ireland, p. 194)

The first women's rights conference ever held was not until 1848 in Seneca Falls (Ireland, 2003, p. 194). Women's right to participate in our democratic process didn't come until August 18, 1920 when the 19th Amendment to the Constitution was ratified granting women the right to vote (The U.S. National Archives). The Equal Rights Amendment (ERA) was never ratified even though first introduced in 1923 by Senator Curtis and Representative Anthony (National Organization for Women; Faludi, 1991, p. 51; Ford, 2002, p. 55) and after ten years of heated debate from 1972 until 1982 (Ireland, p. 195). Congresses deadline for ratification of the ERA was June 30, 1982 (Ireland, p. 195). But, its ratification fell short by three states. "When the time ran out, thirty-five states had ratified the amendment, three less than required for it to become part of the United States Constitution" (Ireland, p. 195, see also Ford, 2002, p. 54-60). From 1985 and every session of Congress thereafter, the ERA has been reintroduced, held in committee, but has never reached reality (National Organization of Women).

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[1] The text focused on various programs aimed at helping women to have a voice from their silence, to believe they have power to change their situation, and to promote their leadership abilities to change their personal situations and their community at large. The metaphors voice and silence were described as indicators of how the women developed in the programs. When a woman developed a voice, "it was likely she was claiming the power of her mind and becoming more self-directed" (p. 7). The results of the collaborative learning environment for the women in one project, Listening Partners, helped women to realize "they were capable, thinking people" (p. 6). The programs where women would engage in dialogue and reflective questions helped draw out and empower the women to help not only themselves, but others as well (p. 7). It should be noted that the organizations studied were women from diverse racial, cultural and class backgrounds.

For African-American women, the divergence from equality is greater, including but not limited to, the need to overcome slavery obstacles (see for e.g., Mahoney, 2001, p. 74), the impact of the landmark case of *Brown v. Board of Education* (1954) where the Supreme Court of the United States declared separate but equal schools for black and white children were no longer constitutional, and affirmative action efforts (Freeman, 2001, p. 40; see also, Collier-Thomas & Franklin, 2001). Similar hurdles have been recognized today for all types of "women of color" in our global economy (Catalyst, Connections that count, 2006, p. 5). Accordingly, the "playing field" has been recognized as not being equal (Cranston, 2003) with professional women knowing the comments made and still made today:

> the exclusion from 'old boy's club' events; the attribution of your idea to the guy next to you; the assumption that you cannot do something until you indisputably prove that you can…(Cranston, p. 176).

1.2.2   The numbers don't lie – where are all the key women leaders?

Higher education (Chliwniak, 1997; Watwood, 1995), public education (Criswell & Betz, 1995; Carr, 1995; Skrla, 1995; Grady, 1995; Wesson, 1995; Bell & Chase, 1993; Grogan & Henry, 1995; Blount, 1995; Hart, 1980, p. 4) senior management and CEO's (Alimo-Metcalfe, 1994, p. 27; Barnes, 2003, p. 181; Lake & Conway, 2005, p. 91; Rhode, 2003, pp. 6-7; Schroeder, 2003, p. 86; Blount, 1995, p. 7-8; Hart, 1980, p. 3-4; Knight & Pritchard, 1994, p. 47; O'Leary & Ryan, 1994, p. 63; Burke & Nelson, 2002, p. 3-4), law (Catalyst quick takes, 2006) and the political arena (Schroeder, 2003, p. 85; Barnes, 2003, p. 181) are still dominated by male leadership.

A general glimpse at the above categories is alarming:

Higher Education:

➢ University and college presidents: 16% women
➢ Academic deans: 25% women
➢ Tenured full professors: 18% women

(Chliwniak, 1997, p. 3)

Public Education:

➢ Superintendents, 2006: 21.7% women

(Glass, 2007)[2]

Compare: 2000
Superintendents: • 16.7% women   (Glass, 2003)

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[2] Blount (1995) noted that a study done by the Department of Health, Education, and Welfare "prepared a report in 1976 that estimated that distribution of full-time public school superintendents and assistants as 94.6% male and 5.4% female" (pp. 3-4). Arnez (1981), Ortiz (1982), Edson (1988) and Shakeshaft (1989) noted the number previously to be about 4% women superintendents. Bjork (2000) found that women comprised 13.2% of the superintendents.

Workforce and Senior Management:

➢ Of total U.S. labor force: 46% women

(U.S. Dept. of Labor, Women in labor force 2005; U.S. Dept. of Labor, Women in labor force 2006)

➢ Managerial and professional positions: almost 50% women

(Rhode, 2003, p. 6; Barnes, 2003, p. 181)

➢ Corporate Officers: 16.4% women
➢ Top corporate earners: 6.4% women

(2005 Catalyst Census, p. 2)

➢ Senior executive positions: 5%

(Suiting themselves, 1999, p. 1)

Fortune 500 CEOs:

➢ Women comprise 2%[3]
(10 CEO's)

(Women CEOs of Fortune 500 companies, 2006)

Compare: 2000
Women comprised: • 12% corporate officers   • 4% top corporate earners   • About 1% of CEO's (2 CEO's)   (Rhode, 2003, p.6; Catalyst, Catalyst Facts: Women in Business (2000) and 2000 Census of Women Corporate Officers and Top earners (2000)(as cited in Barnes, 2003, p. 181)).

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[3] There were only 8 women Fortune 500 CEO's in 2005 or 1.6% (2005 Catalyst Census, pp. 5, 17; Catalyst, Executive Summary of 2005 Catalyst Census, p. 2).

Law:

➢ Women law school students: 46.9%
➢ Women lawyers: 30.2%
➢ Women associates: 44.1%
➢ Women partners: 17.3%
➢ Women general counsels for Fortune 500 companies: 15.2%

(Catalyst quick takes, 2006)

➢ Women federal judges: 15%

(Barnes, 2003, p. 181)

Politics:

➢ Legislators across country (2002): 7,424 total population
➢ Legislators 35 or younger (2002):   320 total
➢ Women legislators 35 or younger (2002): 36
➢ Women's participation in politics (2002):
   ▪ 22% of all state legislators
   ▪ 11% young legislators

(Mandel, 2003, p. 67)

➢ Women governors: 6%

 (Rhode, 2003, p. 6)

➢ Women U.S. senators: about 13%
➢ Women U.S. house members: about 15%

(Schroeder, 2003, p. 85)

Compare: 2001
Women comprised: • 16% partners • 15% general counsels (Catalyst press release)

Although it was thought that the numbers game (also known as the pipeline or crucial mass theory) alone would be enough to bring women into key leadership positions--that has not been the case. That argument was plausible in the 1960s but it cannot explain since the 1980s and three decades of social change why the rate of women advancement has been so slow (see Mandel, 2003, p. 68; Erkut, 2001, p. 15; Freeman, 2001, p. 40; Norton, 2003, p. 110).

Schroeder (2003), who became a congresswoman from Colorado at age thirty-two in 1973 cannot believe how far women have not come (p. 85). Schroeder now believes what was told to her in the 70s by the Library of Congress research staff was accurate in that it would take about four hundred years for half of the House of Representatives to be female (p. 85). Schroeder's realization of the slow pace of women's progress in politics was supported by Ducci (1993) who noted that at the current pace of women's rise to high levels of political and economic power, it would take 475 more years to get equal numbers of both men and women. In the educational setting, Gupton and Slick (1995) commented that "[n]umbers and titles alone do not assure equity in gender representation among the power positions" (p. 10). In the corporate sector, if the 0.82 percentage point growth per year continues for women, "it will take women 40 years to achieve parity with men in the senior leadership positions of U.S. business (Catalyst, Fact Sheet, 2005 Catalyst Consensus). Further, for women of color, the lack of increase in senior leadership positions is even more alarming (Catalyst, Fact Sheet, 2005, Catalyst Census; Catalyst, 2005 Catalyst Census of Women). Hill (2003) said she realized in 1996 she was one of nine African American female partners in Chicago's large law firms and she wondered where all her sisters had gone (pp. 98-99). Hill (2003) said women were still counting a lot of firsts in the third millennium and "for women of color, we're going to be counting firsts a lot longer than

everybody else" (p. 100). Accordingly, as Rhode (2003) said, "the pipeline leaks, and if we wait for time to correct the problem, we will be waiting a very long time" (p. 7).

1.2.3   Barriers proposed as to why women are not advancing to leadership positions:

A variety of internal and external barriers have been proposed as to why women are not advancing in leadership. Some of the main topics discussed are as follows: lack of history about women; traditional gender stereotypes – male leadership standard; capability and competence assumptions; lack of mentors; lack of access to informal networks; work/family conflicts; work-place structures; socialization process; self-fulfilling prophecy syndrome; glass ceiling phenomenon/backlash; disparity in pay; and more choices today.

1.2.3.1   Lack of history about women

Few women have been recorded in history (Rhode, 2003, p. 3; Tanton, 1994; Spendor, 1985b; Daly, 1973; Kaplan, 1992; Gray, 1994).   In some instances, they were even excluded from analysis to protect data results (Powell, 1993). Tanton (1994) noted that lack of history of women in management was prevalent and women were also omitted from documentation (p. 13). As a result, many curriculums today are created from a male perspective where women have found it difficult, "if not impossible …to teach a session which has not been carried down through this biased heritage" where women have been excluded "as producers and subjects of knowledge" (Tanton, p. 13). Spender (1985b) and Daly (1973) have identified this lop-sided perspective as one of 'false or partial knowledge.'

1.2.3.2   Traditional gender stereotypes: Male leadership standard

Characteristics traditionally associated with leadership positions have been more masculine and more valued (Rhode, 2003, p. 8; Hart, 1980, p. 5; Tanton, 1994, p. 8)   Masculine qualities and styles included being forceful, assertive, authoritative, achievement-oriented, independent, problem-solving, rational, analytical, outcome-based, task-oriented, structured, goal-oriented, information hoarders, and the win type mentality (see Rhode, 2003, p. 8; Chliwniak, 1997, p. 1; Helgesen, 1990). "Female leadership has been defined in a different voice" (Papalewis & Yerkes, 1995, p. 18). Further, characteristics traditionally identified for women are at odds with the traditional leadership model (Rhode, p. 8). Qualities associated with femininity have been described in a variety of ways including as receptive, empathetic, nurturing, caring, supportive, cooperative, collaborative, connected, facilitative, creative, team oriented, process-oriented, motivation of employees, information dispensers (see Tanton, 1994, p. 10; Knight & Pritchard, 1994, p. 48; Rhode, 2003, p. 8; Chliwniak, 1997, p. 1; Helgesen, 1990; Ivy & Backlund, 2004, p. 377; Billing & Alvesson, 2000; Brownell, 2001; Cameron, 1995; Nelton, 1997). Because of the focus on the difference on male and female differences, Hart (1980) noted that similarities between the sexes has been obscured and has "resulted in a false and unequal polarization" (p. 5). To add to the traditional male standard was the "great man" theory which was premised on the notion that "leaders are born rather than made" (Freeman, 2001, p. 34).

　　　Women that have acquired leadership positions over the years have either adopted the male qualities or have learned to combine both masculine and feminine traits (Rhode, 2003, p. 8).[4] Those women (and men) that have adopted both masculine and feminine traits have been

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[4] In recent years, African-American women have also described their leadership style in literature a little differently than the two general categories as described above. Reid-Merrit (1996) noted that

identified as an androgynous leader (Hart, 1980, p. 6; Bem, 1974; Bem, 1975; see also Rojahn, 1996, pp. 11-14) with the 70s and 80s being identified as the androgyny era (Ashmore, 1990). However, women have found that there is a fine line as to what behaviors are considered assertive for women and what others have identified as women being "bossy" or "domineering" (Rhode, p. 9). Thus, some have labeled women's balancing act of masculine and feminine traits in leadership as the "double bind" or "double standard" dilemma because women don't want to appear "too soft" or "too hard" (Rhode, p. 8; Mikulski et al, 2000, p. 181; Fiorina, 2006, p. 173). One outcome for women that have adopted a more "masculine" leadership approaches is to be rated lower—"particularly when the evaluators are men or the role is one typically occupied by men" (Rhode, p. 8).

Today, the research demonstrates that the interpersonal qualities that have been associated with women are important in leadership roles (Rhode, 2003, p. 8; Masini, 2006). Miller (1976, 1986), an early pioneer for women studies, argued in her book *Toward a New Psychology of Women*, that those characteristics attributed to women were strengths and not a deficit for leadership and of which are essential for more advanced forms of living ((pp. 27; 27, 49); taken from the ideas of Robbins, B.S. (1950), The nature of femininity, *Proceedings of Symposium on Feminine Psychology*). Thirty years later, Masini's study of women continues the affirmative argument that women life-cycles make them more flexible and adaptable which is critical in our future society including their ability to multi-task (p. 61).

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the sister power leadership model is missing the ego thing and the know-it-all-thing. In their place is a great openness to listen to new ideas. As they travel this new road, they are willing to ask for directions. Carrier Meek [first black person in 129 years from the state of Florida to come to Congress, p. 194]: [said] 'I lead by trying to get in where the group is working, offer my services, if needed. If not needed, I'm willing to follow' (p. 198).

Leadership has come full circle and Alimo-Metcalf (1994) noted that despite the lack of women in leadership positions and women making less in the same positions of their male counterparts,

> the irony is that research indicates that in order to pull organizations through the turbulence that the future promises, organizations will need to recognize, encourage and nurture those qualities and skills in their leader that are more strongly associated with females than males (p. 28).

One example of a female political leader that has been contrasted with her male predecessor, Vern Riff, and who has been recognized as a great leader with "feminine qualities" was Jo Ann Davidson, former Republican Speaker of the House in Ohio (Rosenthal, 1998, p. 127).[5] Davidson's leadership style has been defined as integrative (Rosenthal, p. 127). Davidson affirmatively noted that her leadership style was somewhat gender based and in tune with what our society needs today (p.129). She commented:

> [c]onsensus is what is needed in today's world. It relates a lot to the changes in demographics, the sheer diversity of our society, the change in the job mix to more teamwork. The times require a different kind of leadership (Rosenthal, 1988, p. 129, quoting Davidson).

Davidson noted that her gender leadership style was based in part on what she did throughout her life.

> A male style is more top down. Women (most of us) learned our leadership style working in volunteer organizations, school groups, PTAs, scouts, church groups. We've done those things, and if you have the skills, eventually you get the opportunity to lead. You learn that it's important to give people a reason to participate, a reason to be there (Rosenthal, 1988, p. 129, quoting Davidson).

Finally, in addition to taking into male or female leadership or characteristic traits, leadership is "contextual" (Freeman, 2001, p. 37; Rhode, 2003, p. 5; Kellerman, 2003, p. 56;

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[5] The title of the chapter in Rosenthal's book which focused on Ohio politics was titled "Ohio: General power in a time of leadership transition" which really represented much of what former Speaker Jo Ann Davidson did to change the "look" of what leadership style and practice was all about.

Norton, 2003, p. 111). Within the context, a leader's effectiveness is also contingent "on the relationship between the characteristics of leaders and the needs, goals, and circumstances of their followers" (Rhode, p. 5).

1.2.3.3   Capability and competence assumptions

Women have faced presumptions of not being as competent as their male counterparts (Rhode, 2003, p. 8). Further, "women face greater difficulty in establishing their capability and credibility" (Rhode, p. 8). Litosseliti (2006a) said that women face a "double-bind" dilemma where there are no-win situations in that women need to continually justify who they are and their achievements and must play by a different norm to men (p. 45).

Fiorina (2006) found out at the age of thirty that gender could deny her "the presumption of competence" (p. 52). One of Fiorina's colleagues tried to explain to Fiorina the difference of how he as a male was viewed differently than she was when he said to her

> [l]ook, Carly, people see me and even if they don't know me, they assume I'm pretty good or I wouldn't be in the job I'm in. People see you and they don't assume that. You have to convince them (Fiorina, p. 52).

Fiorina recalled another time that her competency was questioned when a male counterpart did not want her to make an oral presentation:

> Carly, we'll have plenty of time to decide on our strategy. I was just wondering: maybe you shouldn't be one of our presenters, I know some of you women can't take the pressure. We don't want you losing your cool in there. Why are you doing this anyway? Don't you want to spend more time with your husband and have children? (Fiorina, 2006, p. 69)

But, women have been found to perform "at least as effectively as men in leadership roles" (Rhode, 2003, p. 8). One study by the Foundation for Future Leadership compiled six

thousand evaluations of nine hundred managers and found that women managers surpassed men in 28 of 31 measures (Rhode, p. 19).

1.2.3.4 Lack of mentors

Mentors are an important and critical component to reaching key leadership positions. Mentoring relationships come in many forms of relationships from short-term to long-term (Broussard, 2005, p 16) and may be formal or informal (Ragins, 1999, p. 349). However, women have identified that lack of mentoring opportunities are a barrier to advancement (Wellington, 2003, p. 91).

Mentoring can help a woman in many ways including to secure a leadership position, provide challenging assignments, sponsorship, coaching, client referrals, fostering positive visibility, advice, friendship, acceptance, support, and to serve as a role model (Rhode, 2003, p. 29; Hill, 2003, pp. 159-160; Ragins, 1999, p. 349). Women who are mentored are also benefited in another key way – to help them "overcome barriers to advancement in organizations and break through the glass ceiling, an invisible barrier to advancement based on gender biases" (Ragins, 1999, p. 348; see also Morrison, White, Van Velsor & the Center for Creative Leadership, 1987). Because there is a "trust" element with mentorship, it has usually been found to be more natural "between 'like' individuals" (Hill, p. 160). Given that mentoring of women has been viewed in part as a riskier engagement for the mentor, women have been advised "to be prepared to give back more than they receive" (Hill, p. 160). Further, Barnes (2003) noted that women should very much include in their mentors some male white champions who have "influence, power, and authority—a leader who can be persuaded to take on women's issues as his personal mission" (p. 183). Broussard (2005) also stated that don't limit yourself to female mentors

because they are in short supply (p. 10). Mayes (2003) said that women need a variety of mentors and noted that they "will come in all shapes, sizes, and colors" (p. 174).

Broussard's suggestion to not limit yourself to female mentors is supported by the research. Ragins and Cotton (1993) studied both men's and women's willingness to mentor and found that men were almost two to one more likely to mentor than women (p. 360). Ragins and Cotton (1993) also found that although women's intentions to mentor were equivalent to their male colleagues, they voiced drawbacks to mentoring including lack of time, not feeling qualified to mentor, and fear of being placed in a bad light by their proteges' failures (see also Herring, 2003, p. 78).

Lake and Conway (2005) noted that "[s]urvey's of women in business show that they often rely on men rather than women to mentor them in business, most likely because there are more men in positions of influence and experience" (p. 70). In cases of issues arising at work related to barriers unique to females such as "matters of style, work-family balance, and bias" – female mentors were invaluable (Lake & Conway, pp. 71-72). Lake and Conway (2005) noted that a pool conducted by CareerWomen.com

> [f]ound that 64% of women reported that their most important mentors have been male, while 36% reported that women mentors have been the most influential in their careers (p. 71).

Sharon Hadary, executive director of the Center for Women's Business Research, noted ways to deal with problems with advancement were as follows:

> Getting a very senior mentor, getting support from someone outside such as a female board member or someone the CEO and board listen to, and being a rainmaker at the highest levels are ways to deal with it. When all else fails, make certain head hunters know you are available for a senior position—or start your own business! (Broussard, 2005, p. 131, quoting Hadary)

Reskin (2003) has suggested that "[f]or organizational and institutional leaders to foster more just and caring societies, they must reward *both* female and male workers for mentoring, communicating effectively, and other stereotypically female nurturing behavior" (p. 64).

Lake and Conway (2005) noted that women needed advice and support from other women in order to reach their fullest potential (p. 72). Organizations have begun to fill this gap by providing the necessary structure to address this mentorship need. "Two standouts are the WomentorSM Group and WOMEN Unlimited" (p. 72). Educational consulting and training is the focus of the WomentorSM group (p. 72). WOMEN Unlimited is a development program and "works with top organizations to help attract, retain, and develop emerging, high-potential, and executive women" (p. 72).

1.2.3.5   Lack of access to informal networks

Informal networks provide an avenue to obtain "advice, contacts, and support" (Rhode, 2003, p. 12). Research done by Catalyst revealed that "one of the top barriers to women's advancement is lack of access to networks" (Catalyst, Catalyst and Enbridge, ¶ 1; see also Rhode, p. 12; see also Gupton & Slick, 1995, p. 11; see generally, Watkins, Gillaspie, Stokes, Bullard, & Light, 1995, p. 135). "Women of color," which comprises a vast array of economic, immigrant, and cultural circumstances, face greater challenges (Catalyst, Connections that count, p. 5) and address networking differently with either strategies of "blending in" or "sticking together" (Catalyst, Connections that count, p. 7).

Becoming involved in informal networks is more difficult for those women who have "demanding family commitments, who lack time for the social activities that could generate collegial support and client contacts" (Rhode, 2003, p. 13; see also Gupton & Slick, 1995, p. 13). Sheila Wellington, president of Catalyst, noted that when the work day ends "'men head for

drinks. Women for the dry cleaners.' Men pick up career tips; women pick up laundry, kids, dinner, and the house" (Rhode, p. 13). The end result of women not being involved in informal networks is that many "remain out of the loop of career development" (Rhode, p. 13).

Masini (2006) in her work with the Women's International Network "found that women all over the globe are capable, through solidarity and rapid action, of tackling serious emergencies, rebuilding social structures, and hence enabling alternative futures for their societies" (p. 62). Thus, women need to find ways to create informal networks or become involved in existing ones or as Rhode (2003) noted "women will remain at a disadvantage unless and until adequate support networks are seen as both individual and institutional priorities" (p. 14). Moreover, when creating or finding such a network for women, the focus needs to not be on women's issues such as procreation and violence, but rather on "women's creativity and capacity to build alternatives" including those for her children (Masini, p. 64).

Knight and Pritchard (1994) stressed that "[t]he importance of networks and support structures …cannot be over-emphasized" (p. 59). Knight and Pritchard (1994) found that even when they were doing women-only training within an organizational setting that they depended time and time again on the networks of support they established both in and outside the organization (p. 59). Knight and Pritchard found such networks were crucial to sustain their efforts and each other (p. 59). Broussard (2005) also stated that

> [n]etworking is not a trend, it is not a catch phrase—it is *the number one* proven tactic for finding rewarding work. A major survey conducted by Bernard Haldane found that 61 percent of people had found their last job through networking and referrals. Other outplacement experts put the number as high as 80 percent (p. 76).

Moreover, it has recently been reported that "women's networks have a positive impact, both personally and to an organization's bottom line" (Catalyst, Catalyst and Enbridge, ¶ 1).

Example of informal development and networking also helpful in a woman's success:

The Monroe story[6]

Monroe recalls prior to being in leadership within the educational arena how one teacher influenced a number of African women as young girls to continue on with their education and goals. Monroe's teacher in high school and her guidance advisement teacher invited about a dozen students to her home for tea (Monroe, 1997, p 69). Grave's home was in a much better area and nicely decorated as Monroe recalled which had oriental rugs, antique chairs, grand piano, a dining room—a home like in a movies it seemed to the students (pp. 69-70).

The invites to Graves home for tea was where she asked the young women about their college goals even though they were only in 8th grade (p. 70). Monroe said "she was the first teacher to whom we spoke our dreams, and she forced us to make the assumption that we would indeed graduate from college" even though many of the students came from families who never went to college nor was it expected. The invites continued until twelfth grade including bringing the mothers of the students for tea (p. 70).

After the students graduated from high school, Graves had her sorority sisters known as the "Xinos" continue to take the girls to their brownstones, to the theater and on trips, and to meet other successful black women who had made it (p. 70). Ultimately, the girls did graduate "from college and became professional women in New York City"—in large part because of the seeds planted by Graves years earlier (p. 70). Monroe continues this legacy today to help other women as she was helped (p. 70).

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[6] Monroe, in her book *Nothing's Impossible*, placed her leadership beliefs in the form of "Monroe Doctrines" which can be found in Appendix Q.

1.2.3.6 Work/family conflicts

Marian Wright Edelman, a children's rights advocate,

> sums up how so many women feel when she prays, 'Lord, help me to sort out what I should do first, second, and third today and to not try to do everything at once and nothing well. Give me the wisdom to delegate what I can and to order the things I can't delegate, to say no when I need to, and the sense to know when to go home" (Wilmore, 1998, p. 37, quoting Ungaro, 1997)

Wilmore (1998) also provided a summary of what women face when balancing work and family conflicts:

> Successful women today are facing paradoxical situations. To be treated with respect and dignity in their careers they must put in demanding hours and grueling pressures. Yet part of their hearts yearn to be at home, spending time with family, relaxing, creating another existence outside their careers (p. 37).

Broussard (2005) noted that "work/family balance is a highly individual process….and there is no such thing as perfect balance, especially if you work full-time and have young children" (p. 156). Although priorities can be set, the most that can be done is to 'manage' work and family demands according to Irma Mann, owner of Irma Inc and former VP for Sonesta Hotels (Broussard, p. 156).

Knight (1994) researched the impact of women becoming mothers who were also in management. All women interviewed by Knight indicated that becoming a mother was a "major life event entailing significant changes of different sorts for them" (p. 145). But, Knight's research found that "contrary to commonly-held belief, women's work performance is not adversely affected by the experience of becoming a mother and combining mothering with working. It show[ed] instead that women can enhance those skills and abilities which have already contributed to their professional success" (p. 159).

Those women who opt to seek leadership positions after their children are grown are found to never "catch up" with their male counterparts (Rhodes, p. 10). Almost fifty percent of

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men have agreed that one major problem for women advancement (in law) was "commitment to family responsibilities" (Catalyst Press Release, Women in law, ¶ 5). Lake and Conway (2005) found in their polls that 37% of women and 34% of men polled felt that combining work and family was the biggest problem working women faced today (p. 85).

So, when the "biological clock" ticks and the time for "career development" overlap (Rhode, 2003, p. 15), women are left with choices to make—especially when "involved parenting" is incompatible with leadership positions (Rhode, p. 15; Williams, 2000, p. 71). This is further compounded by the fact, in the past twenty years, women still carry the major burden of domestic work with the vast majority of men becoming only minimally more involved (Rhode, 2003, p. 15; Bourque, 2001, p. 86; Broussard, 2005, p. 157; Lake & Conway, 2005, pp. 85, 137)—which "burden is exponential for single mothers" (Broussard, p. 157). Finally, the lack of affordable child care can also be an inhibitor to women in the workforce (Bacchi, 1999; Norton, 2003, p. 116).[7] As feminist activist Gloria Steinem has been quoted, "'I have yet to hear a man ask for advice on how to combine marriage and a career'" (Ivy & Backlund, 2004, p. 376).

1.2.3.7   Work-place structures

Family commitments are in direct conflict with work-place structures. Even when organizations have formal policies in place, those policies are not necessarily in sync with actual practices (Rhode, 2003, p. 14). Thus, even when part-time policies are available to women in law or upper management, very few women opt for it for fear of being left in the dust (Rhode, 2003, p. 14). To contribute to the double-bind problem even when policies attempt to address this situation is

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[7] On-site child care is one possible solution and a desirable option in the 21st century to make family and work juggling more manageable (Mandel, 2003, p. 69).

the expectation of "sweatshop schedules" for those in or who seek leadership positions (Rhode, p. 14).

1.2.3.8   Socialization process

> Social role theory posits that sex differences in social influence and other behaviors derive from the societal division of labor between the sexes—specifically, from the different norms and expectations associated with the social roles that men and women generally hold (Carli & Eagly, 1999, p. 206, citing Eagly, 1987).

Due to the division of labor of men and women throughout history, women have more domestic skills and roles such as cooking, homemaker, and caretaker (Carli & Eagly, p. 206). Men on the other hand are more likely to be learning skills that result in occupational roles and economic benefits (Carli & Eagly, p. 206). Further, "social role theory also acknowledges the greater power and status that tends to be associated with many especially male-dominated roles" (Carli & Eagly, p. 207). Thus, "gender roles emerge from the productive work of the sexes; the characteristics embodied in these roles become stereotypic of women or men" (Carli & Eagly, p. 207).

The extent of internalization to an individual's self-concept and personality of such normative expectations will in turn result in traits in the individual consistent with that gender role (Carli & Eagly, p. 207). Moreover, people tend to communicate how others should behave based on their own gender-stereotypic expectations (Carli & Eagly, p. 208).

The acceptance of this theory contributed to women being characterized as less influential and men to exhibit levels of competence in areas where "such qualities would enhance performance" (Carli & Eagly, p. 209).

"[L]ongstanding socialization patterns and workplace practices" contribute to how workplaces are structured (Rhode, 2003, pp. 14-15). Thus, more often than not, sex is "linked to leadership styles and priorities" (Reskin, 2003, p. 59) with gender leadership style differences being a result of how children are socialized (Reskin, p. 60).

However, Reskin (2003) noted that objections to this theory have been voiced. Reskin (2003) indicated that one objection is that children are all socialized differently (p. 61). Further, rewards and punishments to conform behavior in children are different when we become adults (Reskin, p. 61). Reskin (2003) said that adults behavior "is shaped by [] the rewards and punishments" encountered on a daily basis (p. 61). Moreover, context drives social behaviors with cultures interpreting male and female socialization processes differently (Reskin, p. 61).

1.2.3.9 Self-fulfilling prophecy syndrome

In part, because women internalize gender stereotypes, "[t]hey see themselves as less deserving of rewards for the same performance and often lack confidence to take the risks or seek the challenges that would equip them for leadership roles" (Rhode, 2003, p. 9; see also Rojahn, 1996, pp. 7-8). "Biased assumptions adversely affect performance, which reinforces the initial assumptions" – thus to become self-fulfilling prophecies (Rhode, p. 11).[8]

> Reskin (2003) explained that
>
> [p]eople who see little chance of advancement tend to disinvest in their careers, and sex segregation means that such people are more likely to be female than male. As Alexander Hamilton observed, 'The expectation of promotion…is a great stimulus to virtuous exertion, while examples of *unrewarded* exertion…talent and qualification, are proportional discouragements' (p. 62).

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[8] The opposite is also possible with self-fulfilling prophecy. Fiorina (2006) noted in her book *Tough Choices* that she learned a valuable management lesson on confidence and self-fulfilling prophecy. When Fiorina decided that law school was not for her, she took a job as a receptionist. But, her bosses saw potential in her beyond being a receptionist and she remarked in her book that "a boss's confidence is a powerful motivator. Because they [her bosses] saw potential in me, I began to look for it in myself" (p. 20).

Helgesen (1990) when describing her work experiences and a conversation she had with Wenda Wardell Morrone (a featured editor at *Glamour* magazine at that time) noted that "people don't work well when they don't feel valued, trusted, and respected" (p. xv).

1.2.3.10   Glass Ceiling Phenomenon/Backlash

Much literature has talked about the glass ceiling effect and how it has prevented women from reaching key leadership positions (O'Leary & Ryan, 1994; Gray, 1994; Reskin, 2003, p. 59; Meyerson & Ely, 2003, pp. 130-132; Hill, 2003, p. 159; Powell, 1999; Burke & Nelson, 2002, p. 3; Broussard, C. J. & Bell, A., 2005, p. 131; Freeman, et al., 2001, p. 41; Mikulski et al., 2005, p. 11; Hyland & Jackson, 2006, pp. 540-541). Glass ceiling has been defined by the U.S. Department of Labor (1992) as "those artificial barriers based on attitudinal organizational bias that prevent qualified individuals from advancing upward in their organization into management level positions" (p. 1). Male-dominated structures have resulted in perspectives and norms of men to be interpreted as

> representative of gender-neutral human organizational structures and assume the structure is 'asexual.' Sheppard found that these male filters render women's experiences as invisible. Subtle, indirect obstacles as a result of labeling or stereotyping place stumbling blocks in the career paths of many women (Chliwniak, 1997, pp. iv-v).

In some respects, the inability to reach positions of higher authority or a decrease in the number of women in positions has been considered a result of "backlash" (Faludi, 1991; Modelski, 1991). One element of the backlash that Faludi described focused on women themselves (mostly white professional middle-class women who are college educated) who see themselves as feminists yet were publicly hostile toward feminist organizations and their positions in an antifeminist manner (Ford, 2002, p. 289; Gray, 1994, p. 222). Yoder (1991) raised

the question as to whether the "glass ceiling" phenomenon might be considered a "symptom" of the "backlash" movement (see also Gray, 1994).

Fear of "backlash" has also been seen as a fear if taking a flexible work benefit on the books (Meyerson & Ely, 2003, p. 132). As a result, many women do not opt for the flex schedules, as seen in the practice of law, where many women have commented that taking a flexible work schedule could jeopardize advancement or put them "permanently out to pasture" (Rhode, 2003, p. 14, quoting Nossel & Westfall (1998, 2nd ed)).

1.2.3.11   Disparity in pay

The first area to be targeted in the modern era after World War II to address women's inequality in the workforce was equal pay (Bacchi, 1999, p. 72). So, although women were gaining access in the workforce, they were not being treated the same in terms of salary. The literature on the disparity in equal pay for similar work between men and women is vast (e.g. Bacchi, 1999; Norton, 2003, p. 116; Roos & Gratta, 1999; Broussard, 2005, p. 130; Reskin, 2003, p. 59; Alimo-Metcalfe, 1994, p. 27; Lake & Conway, 2005, p. 93). In 2004, the Institute for Women's Policy Research reported that "females earned 76 cents for every dollar males earned (up from 73 cents in 2002)(Broussard, 2005, p. 130) but Lake and Conway (2005) noted that in 2000 law-wage groups of women earned 82% as much as men (p. 93). Long-term, wage disparity impacts on retirement (Lake & Conway, p. 93).

"The notion for equal pay for equal work" was somewhat deliberate in legislation because "jobs were dramatically segregated by sex, with women clustering in three low-paid categories, mainly clerical, service and sales" (Bacchi, 1999, p. 80). Further, "[t]he phrase 'equal pay for work of equal value' was meant to draw attention to this fact and to insist that, regardless of categorization, women ought to be paid according to the value of their labour" (Bacchi, p. 80).

Another approach that was proposed to address women in poverty were "wage solidarity schemes" where reforms proposed "ways to raise the wages of those at the bottom of the wage hierarchy (Bacchi, p. 87)

1.2.3.12   More choices today

The twenty-first century has brought with it a lot of choices--including choices for women. Mandel (2003) proposed the following rhetorical questions to ponder why women may not be in key leadership positions:

> Given the vast array of new options for women's lives in the twenty-first century, what will women choose? Will large numbers of women want a track to the top, or will they want flex time, part-time work, telecommuting, or small business ownership? (p. 71)

Rhode (2003) noted research has increasingly acknowledged that "there is no 'generic women'" (p. 5). Lake and Conway (2005) noted that

> there is no prototypical American woman. She has many faces. She is a senior, a baby boomer, or maybe even a "grandboomer." She is a GenXer and a millennial baby, often a mother or a not-yet mom. She is white, black, Latina, and Asian…..women are not homogeneous. They are complex (p. xiii).

Mandel (2003) said "different women want different things, and individual women want different things at different points in their lives" (p. 71). More opportunities are there for those women that aspire to the leadership roles (Mandel, p. 71).

> Thus, Mandel asked

> whether women today—especially young women might be opting out to move in traditional leadership directions? In a world with many option now available to highly educated young women, is leadership an appealing choice? (p. 66)

Mandel commented that many "highly educated young women [are] shaping professional and family lives that do not include dreams of becoming leaders" (p. 66).

Hill (2003) also said that leadership is a choice (p. 101). She remarked

[w]e are the beneficiaries of those who chose to lead. And not every woman who could make a difference is willing to make a difference. Leadership is a choice, and I believe that each woman must form her own definition of leadership and choose to use her influence in a way that best serves that definition (p. 101).

The proposed barriers as noted above used to explain why women may not have advanced into key leadership positions are compounded by additional barriers in the political arena.

1.2.3.13   Political Arena: Additional Considerations

In the political arena, additional impediments make it difficult for a woman to achieve success as follows: financial; confidence; and different lens view. But, women have carved out ways to help themselves in the political arena to achieve success such as: thinking out of one's own reality; family political heritage; influences in upbringing; and unity of forces. The above categories will be discussed below to expand on these additional obstacles and some ways women have been able to be successful despite the apparent adversity.

Table 1 Political Arena – Women

Table 1: Political Arena – Women	
Areas women have impediments:	Ways women have overcome political adversity:
- lack of financial resources - lack of confidence - women viewed with a different lens	- thinking out of one's own reality - family political heritage - influences in upbringing - unity of forces

In other countries, the women leaders studied by Liswood (1995) were either from well-off or professional families except Margaret Thatcher who had an opportunity for a great education. Also, all women studied by Liswood were highly educated including being attorneys,

law professors, doctorates in economics or some other field of study (p. 57). Further, in other countries, gender is not so much of an issue in leadership as family standing or prominence (pp. 48, 77). In the United States, it is different.

Areas women have impediments:

Lack of Financial Resources:

Perhaps one of the biggest barriers for women running for political office is the appropriate financial backing necessary to run an effective campaign. To win any election, money is an absolute critical factor to be a viable candidate and player. However,

> [w]omen in particular seem to be at a disadvantage in their ability to raise money. They do not have the same corporate ties as their male counterparts, and a tradition of women contributing to political campaigns did not develop until the 1980s (Freeman, et al., 2001, p. 96).

Ways to overcome this barrier are to provide women with forums to receive such funds. Women's groups started cropping up to address the financial barriers that women had to run for office. "By 1989 there were over thirty groups focused on female candidates, and by 1992 over forty-two" (Freeman, et al., 2001, p. 96). One national model that has been successful for women was known as EMILY's LIST which was developed "to bring power fundraising for women candidates to the local level and 'bundle checks' for women running for city council or mayor or state representative" (Liswood, 1995,p. xii, see also Freeman, et al., pp. 96-97) Emily's list is an acronym which stands for 'Early Money Is Like Yeast: it makes the dough rise' and "grew out of the recognized difficulty women running for office had in raising the initial money for campaigns" (Liswood, p. xii; see also Freeman, et al., p. 97). Two other successful groups that were created to help women candidates were the Fund for a Feminist Majority and the Women's Campaign Fund (Freeman, et al., pp. 96-97).

"In politics money begets money, which Ellen Malcolm, Founder of EMILY's LIST, realized; [and] she did something to overcome that barrier" (Liswood, 1995, p. xii; see also Freeman, et al., 2001, p. 97). Campbell (2003) commented that

> [p]ower is essential. Women cannot afford to shy away from the leverage that will change society. But if we want power, we have to fight for it. No one gives power away without a struggle. We have to make a commitment. People ask me, 'How do we get more women in government?' I say 'Write a check.' Women are very cheap—not because they are ungenerous but because they are not clear on why they should be giving (p. 126).

Whitman (2005) also voiced the need for women to support other women. She noted

> [s]urely there are many impediments to women's jumping into a career in politics. As the primary caregivers both to America's children and aging parents, many women are reluctant to commit themselves to work that has such an unpredictable schedule and unrelenting demands. Many women want to, or must, work outside the home to earn the income to make a better life for themselves and their families. In addition, women candidates have found it difficult to break into the still male-controlled financial networks that manage campaign fund-raising. For those who are able to contend with those issues, one important change has to happen: women need to do a better job supporting other women who decide to enter the political arena (p. 213).

Similar to the national organizations, Liswood co-founded her own group called May's list in Washington State to emulate EMILY's LIST and to help women candidates run for office (Liswood, 1995, p. xii). In Pennsylvania, a POWER (power of women electing Republicans) PAC has been formed to support Republican women candidates running for political office. Christine J. Olson, founder of the Anstine Program, is more financially blessed than many women. She supports over fifty percent of the cost of the Anne Anstine Excellence in Public Service Series with her own personal resources (B. Comfort, personal communication, February 1, 2006). She is doing what former president Corazon Aquino of the Philippines from 1986 until 1992 said was necessary to reach out to other women not as fortunate but who want to make a difference in government and policy. Corozon said:

'…not being president anymore, I do not have the kind of resources necessary in order to organize everywhere. But…I…go to the affluent women first because I have to tap them and their personal resources…I feel since they have been blessed, then they're the ones who really should be prepared to make…extra sacrifices in order to reach out for those who have less in life' (Liswood, p. 3, quoting Corozon Aquino)

Likewise, Gro Harlem Brundtland, when Norway's prime minister, was quoted in *Time* magazine in September of 1989 wherein she stated "'[i]f you are born strong, with parents who give you the best, you have an even stronger responsibility for the people who didn't get the same start'" (Liswood, p. 11).

Lack of Confidence:

Other than money, one of the largest obstacles for women is the lack of self-confidence. A workshop conducted in the 1980s by The United Nations Institute for Training and Research (UNITAR) to "'identify the obstacles that prevent women from participating in, and benefiting from, political life in their societies'" found in their published report from the workshop the following:

'[l]ack of confidence was identified as one of the major obstacles to women's greater participation in politics. A number of factors inspire, foster, or contribute to this lack of self-confidence. Numerous societal and familial pressures make most women feel that it is not legitimate for them to want more and more out of life, or actively to seek political change. Tradition and culture assign to women demanding roles within the small circles of family or immediate social groupings. Such demanding roles hinder women from gaining experience, and the accompanying self-confidence, outside their small circles' (Liswood, p. 59, quoting the published report of the UNITAR, Stokland et al., *Creative Women in Changing Societies*, p. 24).

Vigdis Finnbogadóttir[9] said that lack of self-confidence is an issue for women (Liswood, p. 60). Finnbogadóttir noted that

> 'We worry about being judged. Whether it is in [a] large society or slower societies. Because we all live in onions. Onions, yes. You are the core of the onion and there are layers around you. And so – I don't know whether you are like that – they say we are afraid that those that we appreciate, in the layers in the onion, will judge us; say silly cow, what's she doing now? And you don't want to be called silly cow' (Liswood, p. 60, quoting Finnbogadóttir).

Bhutto and Charles both noted how important it was in their child development influences of family attitudes and their development of self-confidence. Bhutto indicated:

> 'Well, I suppose that the single most important factor in my upbringing [was] a sense of *security* and a sense of *confidence* which my father gave to all his children, and even if I said something foolish, he gave it as much weight as though it were the most wonderful insight. I think this gives a child confidence and enables a child then to develop [a] thinking process' (Liswood, p. 61, quoting Bhutto).

Although many key women leaders had strong bonds with their fathers and promoted their development (Liswood, p. 58) many women leaders also spoke of their mothers setting a good example of hard work, preparation, and their mother's presence being influential as well (Liswood, p. 58-59). Liberia-Peters recalled:

> 'My mother is 88 years of age, not very politically oriented, but the mere fact that I can go to my mother, she's a fat little lady, and rest my head on her chest and – just don't say anything, just keep silent-but just the fact that I can rest my head on her chest, gives me the strength to…restore my confidence and go on…God bless my mother' (Liswood, p. 59, quoting Liberia-Peters).

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[9] Finnbogadóttir is the former President of Iceland, elected in 1980 (Liswood, 1995, p. 24). She was born April 15, 1930 (Liswood, p. 24). Both of her parents were well educated with her father being an engineer and her mother a nurse (Liswood, p. 24). Her education included going to college, studying abroad to learn the French language and literature at the University of Grenoble and Sorbonne. In addition, she studied theatre history in Denmark as well as received some education in Sweden (Liswood, p. 25). Her career consisted of being an instructor of French drama, being a teacher on a television network giving French lessons and theatre as well as appointed to be the director of Raykjavik Theatre Company (Liswood, p. 25). When she was asked to run for President in 1980 by the people, she was a divorced single mother (she adopted a daughter at the age of 41). She did not believe her single parenthood was a handicap in her campaign. She stated "'I think people liked it that I had the eccentricity to adopt a child as a single women'" (Liswood, p. 25, quoting Finnbogadóttir).

Monroe, as educator and not a politician, recalled that her experiences helped her to develop the confidence she needed to succeed. Her reflections on her development are also important in terms of political leadership development in women and are therefore noted in this section.

Monroe (1997) recalled that when she was asked in an interview why she should be an administrator with so little experience she retorted "Because I'm an idea whose time has come!" (p. 116) When she reflected on that comment years later, she believed what she meant by it was that she was "ready to assume leadership" (p. 116). In her own way, she was expressing her self-confidence to do the job. Although she didn't get that job, her principal in her building got wind of her applying for administrative positions and when an opening came suddenly, she was given her first administrative job because of her competence and confidence in her own abilities (pp. 116-117).

Women viewed with a different lens:

All key leaders when asked by Liswood (1995) whether they were scrutinized differently than their male counterparts agreed with a resounding yes (p. 68). The differences in scrutiny focused on areas of marital status, child rearing, expectation levels, how media shots were done as well as how women dressed with more discussions on clothing apparel, accessories and hair than on substantive issues (pp. 67-74).

Some women felt, like Bhutto, that it was necessary to be married in order to be taken seriously in politics (Liswood, 1995, pp. 69-70). Other women, like Charles and Finnbogadóttir felt that not being married was a much better situation for them (Liswood, pp. 70-71) Women leaders with children said it is hard to explain to a child why you need to be at a meeting rather than with them. However, Thatcher felt she was dead lucky in that her husband worked in

London, parliament was in London and so were her children so she could try to balance it all (Liswood, p. 69).

Former Congresswoman Pat Schroader responded in 1972 to "persistent press questions about how she could serve in Congress and take care of her children as the same time" (Mikulski et al., 2005, p. 87) as follows:

> *Jim and I get up very early—about 6:00 a.m. We bathe and dress the children and feed them a wonderful breakfast. Then we put them in the freezer, leave for work, and when we come home, we defrost them. And we all have a lovely dinner together. They're great! (Mikulski et al., p. 87, quoting Schroader)*

Khaleda Zia of Bangladesh, Corozine Aquino, and Liberia-Peters commented that a woman must work twice as hard than her male counterpart to avoid being questioned (Liswood, p. 68). According to Finnbogadóttir, people seem to be more tolerant of male faux pas where women can't afford to make any (Liswood, p. 69).

One area that seemed to annoy women the most with how they were viewed by a different lens was with the media. Physical characteristics are highlighted more with women leaders than for men. Suchocka described her experience as follows:

> 'I read such a lot of things in different newspapers on my…personality, my clothes or my handbag, on my foulards. I never would read such a thing for men. It was all so very strange and difficult for me. For example, I like this colour you have – the jacket. I bought a jacket in this colour [hot pink] – I like it very much – and once I read in the newspapers: How is it possible for a prime minister to wear such a colour, such a jacket…Why? Why is it not possible? I am first a woman, second I am prime minister. And so it is difficult' (Liswood, p. 71, quoting Suchocka).

Whitman (2005) also experienced her physical appearance and gender being highlighted while running for office. She remarked as follows:

> The sexism I confronted, although certainly not overt, was nevertheless present. Studies have shown, for example, that women are more likely to be portrayed as not tough enough to win or unlikely to be able to carry a campaign all the way to victory. The tactic was certainly used against me in the primary, when one of my

opponent's main themes was that he was more likely to defeat the incumbent Democrat in the general election, even though polls showed that I was running ahead of the incumbent by a much bigger margin than either of my opponents. Newspapers would frequently report on what I was wearing on the campaign trail as if I were running for the best-dressed list and not public office. One male reporter wrote that I looked "too aristocratic, too serene, in her tweed jacket and gold jewelry, every hair on her head neatly in place" to represent the middle-class voters who were angry at my opponent's tax and economic policies. Another called me Tom Kean in pearls. (As a result, I never again wore pearls at work.) I don't recall ever reading that my opponents were wearing "handsome blue pinstripe suits perfectly coordinated with red silk ties." During the general election, my opponent always referred to me as "Mrs." Whitman, condescendingly drawing out the pronunciation of "Mrs." as if to emphasize that no "Mrs." could ever govern the state of New Jersey. That technique is still favored among my political opponents. The staff of my Democratic successor in Trenton would sometimes refer to me in the press as "Mrs. Whitman" (usually when they were attacking me), even though they always afforded our male predecessors the courtesy title of "governor" (pp. 216-217).

The media not only focuses on outside physical appearance and gender but camera angles

have also been described as being different for a women leader including:

Edith Cresson[10] spoke of how 'cameras are not directed the same way if you are a woman…For instance, when you get out of the car the cameras are focused on your legs. It never happens to a man'. Cresson went on to explain that there is a fundamental difference, 'in France in any case', in the media's approach to women and to men. With women, the media like to discuss 'the colour of her dress, the way she behaves, details linked to her as a person', rather than her politics or the measures she carries out (Liswood, pp. 71-72).

Perhaps one last thing for women to remember when in leadership is that the viewing of

them by a different lens is not just from men; rather, women are also very critical of women in

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[10] Edith Cresson was appointed as the first woman prime minister of France in May of 1991 by President Francois Mitterrand (Liswood, p. 21). She was born on January 27, 1934 in Paris to well-off parents (pp. 21-22). Cresson had an English nanny allowing her to be bilingual in French and English (p. 22). Her father worked for the French government and during WWII the French embassy (p. 22). Cresson witnessed during WW II the fates of those under Nazi control including the French Jews (p. 22). Cresson went to a convent boarding school and received a business degree from the Haute École Commerciale (HEC) in France (p. 22). "Cresson's career in politics began when she became a campaign worker in one of Mitterrand's early presidential campaigns in 1965"—which he lost (p. 22). Mitterrand ran again in 1974. Cresson joined the Socialist Party, ran for the National Assembly and lost (p. 22). But, as a result, she received an appointment to a party post and subsequently won elections and other appointments (p. 22). Mitterrand finally succeeded to the Presidency in 1981 and asked Cresson to be his prime minister (p. 23). By 1992, Cresson resigned as the prime minister when her popularity dropped in the polls and the Socialists began seeing her as a liability (p. 23). "Cresson is now president of a Paris consulting firm, SISIE" (p. 23).

positions of power (Liswood, 1995, p. 72). Whitman (2005) tried to explain an additional

challenge women faced in the political arena that was not found in business—

> the electorate. In my experience, voters still hold women candidates to a different, and in some ways, more rigorous standard than they do their male counterparts, and women voters are tougher on women politicians than they are on most men. These reasons may be why far too few women serve in public office at the state and national level (pp. 202-203).

Competence is questioned for a woman and the only thing that Cresson felt that could not

be challenged was when elections occurred and the people elected you (Liswood, 1995, p. 73).

However, some women leaders said that times have been changing since at least the

1980s and children from that generation and up view women differently and in some instances

expect women to be in positions of leadership (Liswood, 1995, p. 73). In the U.S. this was also

said to be true with Geraldine Ferraro being nominated for the vice presidency (Liswood, p. 74).

The political arena is not the only area where women have been viewed differently.

Fiorina, when a CEO for Hewlett-Packard, said her physical appearance was an issue where the

same was not the case with other male CEO's. She described one distinct incident as follows.

> From my first until my last day at HP, I was criticized both for being in the press too much and for being unavailable to the press. Form the first stories of my hiring until the last of my firing, both the language and the intensity of the coverage were different for me than for any other CEO. It was more personal, with much commentary about my personality and my physical appearance, my dress, my hair or my shoes. That first week, the editor of *Business Week* came to see me with the beat reporter because they'd been working on a story for several months. Hewlett-Packard was going to be the cover story whether we liked it or not, and everyone recommended that I talk with them. Before we'd even sat down, ***the very first question*** *from the editor was "Is that an Armani suit you're wearing*?" (Fiorina, 2006, p. 172, emphasis added)

Katie Couric didn't fair any better when she switched jobs from a daytime co-host of the

Today show to the first woman solo anchor of an evening network, CBS. In an interview

concerning her new job, she was asked what she would wear the first evening she was on air.

Katie responded with a tight smile "You're kidding, right?" (Gliatto, 2006, p. 43).

Fiorina (2006), like Whitman, said personal attacks based on her gender and personality

were at issue as well:

> *Vanity Fair,* despite being warned numerous times that they were writing fiction about me, continued to report that I traveled constantly with a hairdresser and a makeup artist. There was a persistent rumor, bolstered by commentary in the local press, that I'd built a pink marble bathroom in my office. (I had actually moved into my predecessor's office and neither built nor bought anything for it.) There were no private bathrooms or even doors in executive offices. The CEOs of Lucent, Cisco, IBM, Dell, Sun Microsystems, Microsoft, Compaq, Oracle, GE, 3M, Dupont and so on all flew in corporate jets, and HP had owned them for thirty years. Nevertheless, my travel on a company plane was reported as evidence of my disrespect for the HP way, my "regal" nature, my "distance" from employees.
>
> I was alternatively described as "flashy" or "glamorous" or "diamond studded," which frequently was translated to mean a superficial "marketing" type.
>
> …Other CEO's were also always invited to speak, and yet my attendance was singled out as evidence that I "sought the limelight."
>
> I was usually referred to by my first name. There was much, particularly painful commentary that I'd chosen not to have children because I was "too ambitious."
>
> …In the chat rooms around Silicon Valley, from the time I arrived until long after I left HP, I was routinely referred to as either a "bimbo" or a "bitch"—too soft or too hard, and presumptuous, besides.
>
> …During the first few months of my tenure, Scott McNealy of Sun Microsystems decided to kick off his analyst meeting by making fun of me.
>
> …When I finally reached the top, after striving my entire career to be judged by results and accomplishments, the coverage of my gender, my appearance and the perceptions of my personality would vastly outweigh anything else. It disappoints me greatly. I have always believed that actions speak louder than words. Perhaps, in this new era of always-on, always-connected information, where fact, fiction and opinion seem to carry equal weight, that's no longer true. It is undeniable that the words spoken and written about me made my life and my job infinitely more difficult. Perhaps other's words define me more clearly in many

minds than my own actions. Perhaps it is part of the reason I wrote this book (pp. 172-173).

Ways women have overcome political adversity:

>   *Thinking outside of one's own reality or needs:*
>   *(Qualities found in transformational leaders)*

Bass (1998) noted that transformation leaders

behave in ways to achieve superior results by employing one or more of the four components of transformational leadership.

Factor studies from Bass (1985) to Howell and Avolio (1993), Bycio, Hackett, and Allen (1995), to Avolio, Bass, and Jung (1997) identified the components of transformational leadership. Leadership is charismatic such that the follower seeks to identify with the leaders and emulate them. The leadership inspires the follower with challenge and persuasion providing a meaning and understanding. The leadership is intellectually stimulating, expanding the follower's use of their abilities. Finally, the leadership is individually considerate, providing the follower with support, mentoring, and coaching (p. 5).

Brundtland and Robinson:

Both Gro Harlem Brundtland, former Prime Minister of Norway and Mary Robinson, former President of Ireland found that their upbringing was critical in their development as a leader. Each had parents and/or grandparents that believed in making a difference or to help others (Liswood, 1995, pp. 62-63). Further, both had parents that believed in helping society and those that are less fortunate (Liswood, pp. 62-63). For Robinson, her grandfather also had a strong sense of altruism and justice regardless of background given his legal background which carried over into Robinson's beliefs and values (p. 63).

Brundtland and Robinson have been considered two key women in history that have been defined as transformational feminist leaders (Liswood, p. 62). Both describe how their

upbringing made them think outside of themselves and how they could make a difference for others.

Brundtland when reflecting on her development stated that the 'thinking' in her home that led her to become a doctor and into politics was as follows:

'What I feel in my own upbringing and the atmosphere in my home was to try to do something which was meaningful outside of your own interests. You know…how can you do something which…makes a difference? How can you think to do something on behalf of others. This was the basic thinking in my own home, and I was reading the books of the early fights of the Social Democratic movement in this country, the physicians who went out and worked with people and did something, instead of being interested in their own income. People who made a difference in, on behalf of society. This kind of thinking and the right of every individual was always on my mind; it was not your own interests, but everybody's interests. This is the atmosphere in my own home, I would say. And I think this is what has to be there if you wish to move things ahead in our own society, and, more widely, in your own part of the world, or the world at large, which has been on my mind since I was small, in a sense' (Liswood, p. 62, quoting Brundtland).

Robinson reflected on her childhood and her experiences with her grandfather, a solicitor before he became ill and her father who was a medical doctor. She recalled the following with each respectively:

Grandfather:

While growing up, Robinson had many conversations with her grandfather and described to Liswood how those encounters with her grandfather influenced her in her own life:

'The influence I think that mattered in the sense of altruism was probably the influence of my grandfather, who was a solicitor…he had to retire quite early on for ill health, and I used to talk to him a lot as a teenager, 12,13, 14…he had a great sense of justice for the small person…and the role of law in providing an opportunity for everyone to have their case heard. And he would give me examples, and the examples would generally be cases that he had either been involved in or had witnessed in the local courts. They were very local, small-town stories, but the under-riding value there was, I think, promoting a sense of justice for the individual, no matter what the background of the individual-respect for everyone and the right of everyone to have access to the law and justice. It

was quite an idealistic grounding, I think, and it certainly conditioned me in my approach to the law' (Liswood, 1995, pp. 62-63, quoting Robinson).

Father:

Robinson recalled in her interview with Liswood what she observed about her father and

his practice as a medical doctor that has influenced her as a leader:

'I saw his patients come and go – the elderly, the poor, the young. Nothing was too much trouble for him. He would talk about their problems, many of which were caused by strains and stresses outside the medical [arena], such as poor housing. He injected a very real sense of looking out into the community and being concerned about it' (Liswood, 1995, p. 63, quoting Robinson).

Monroe

In the educational arena, Monroe said that transformational leadership began with a

leader who is fearless (or perhaps crazy) enough to take well-calculated risks. Fearless enough to enjoy taking a leap into the void. Fearless in that she is not afraid of getting canned….Fearless because, more times than not, smart risks are worth the gamble and they work (p. 12).

In addition, Monroe said that a transformational leader must have the following traits:

- one who "aspires to a *noble* ideal of education" (p. 12)
    - in a child's life
    - to do work "in the highest sense of *mission*—what one *is sent to do* for others" (p. 12)
    - "to test every decision against this highest standard of transformational leadership" (p. 12)
    - who loved a subject matter and taught it well (p. 12)
- one who is surrounded by dedicated followers to help spread the positive culture, values and ideals (p. 12)
- one who is willing to be visible, mobile, and inspirational (p. 14)
- one who has high expectations and beliefs in herself and others (p. 15)

Family political heritage:

Liswood found in her study of fifteen key women leaders around the world thatone

additional factor seemed critical (with the exception of only a few) in the development of women

as political leaders: The women while growing up saw

relatives active in politics before them. They had watched fathers be ministers or mayors or provincial governors; they had seen grandfathers be senators; sometimes they had even seen a female relative active on the political scene. So while they might still have had everything to master concerning the particulars of governance or a specific position, they were like the duck who hatches near the pond and knows that this is water. Politics for them was not like something that happens on the moon (p. 63).

In the United States, former Governor Christine Whitman shared a similar

political heritage:

I was lucky. I grew up with strong female role models in my mother and my grandmother, both of whom carved places for themselves in politics separate from their husbands. My mother was the Republican national committeewoman from New Jersey for ten years before my father became New Jersey's state chairman, and my grandmother was the head of the New Jersey Federation of Republican Women before my mother assumed the same position. New Jersey was also the home to Congresswomen Florence Dwyer and Millicent Fenwick, both of who left a mark on an impressionable, budding politician (Whitman, 2005, pp. 199-200).

Influences in upbringing:

Former prime minister of Poland, Hanna Suchocka,[11] said that gender played little

significance in her ability to lead her country.[12] Suchocka said:

'I had to look for balance between seven political parties. For me it was not important [if] there were men or women…the parties were so different that for me

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[11] Suchocka, born on April 3, 1946, in Pleszew (western Poland), was the daughter of parents who ran a pharmacy (Liswood, p. 35). Suchocka's family was considered "highly cultured…with a background in politics – one of her grandmothers, for example, was a government minister as far back as 1919" (Liswood, p. 35). In addition, "Suchocka speaks several languages and plays the piano; she has said that music, poetry, history, and the Catholic religion were important in her home" (Liswood, p. 35). Her background includes a degree in law (Liswood, p. 35).

[12] Lawrence Stone wrote the following about gender, leadership, and women while reviewing the five-volume *A History of Women in the West*:

> 'Is gender a useful category for historical analysis? It is certainly correct politically to argue that race, class and gender drive the machinery of history, and woe betide the historian who dares to question this formula, repeated in book after book like a mantra. And yet…a case may be made that gender played a much less independent role in the past than it is now fashionable to suppose. There is little doubt that life as it was experienced by a woman from a family of wealth and high status bore no relation whatsoever, before 1900, to life as it was experienced by a women from an impoverished, menial family. Status and wealth were far more powerful controlling categories than gender' (Liswood, p. 77, quoting Lawrence Stone, Review of *History of Women in the Westin New Republic,* 2 May 1994, 34).

it was problem number one…the problem of man and woman was [in] the second place, it was background' (Liswood, p. 34, quoting Suchocka).

Brundtland said the expectations of her were the same of her brothers. "We were just treated like equals from the beginning" (Liswood, 1995, p. 57, quoting Brundtand). Robinson said both her parents as doctors encouraged all children to develop to their fullest potential including the boys sharing in the housework (Liswood, p. 57). President Finnbogadóttir said her father was instrumental to her in that he "'became a dedicated femininst when he had a daughter. Nothing was good enough for the daughter. And the daughter was absolutely capable of whatever my brother was capable of. Never a hesitation of that.'" (Liswood, p. 57).

Thatcher's own upbringing was significantly influenced by her father. Since Thatcher's father believed that education was key to her success he helped her qualify for Oxford by paying for her to have lessons in Latin and the classics (Liswood, p. 58).

Again, Monroe's reflections of her childhood as relevant to her leadership success in the educational arena are applicable within this section and will be noted. Monroe recalled that her journey to success in the educational arena was in part a result of those that had an impact on her during her childhood development—her family, her environment, and her teachers. She remembered a teacher from third grade, Mrs. White, who wrote in her autograph book when she was in sixth grade the following—"Hitch your wagon to a star; you will go far" (Monroe, 1997, pp. 99-100). She also remembered Mr. Cooper who encouraged her to run for her first leadership position—student council secretary and Graves "who practiced benevolent terror" (Monroe, p. 100).

Unity in forces:

Finnbogadóttir, as a head of state, noted that her position of power had significance for women. She was quoted in the *Scandinavian Review* shortly after her first inauguration stating the following:

> 'I'm convinced that the fact of a woman winning the presidential election here will help women in my country, as well as women in other countries. I can already see that from the many letters I've received from women all over the world. They've taken note of my election and they think that it's exciting and encouraging…It's time women stood together. We can't wait another 20 years. It's wrong to wait too long and think that things will change tomorrow. We have to change them today' (Liswood, 1995, pp. 25-26, quoting Scandinavian Review of Finnbogadóttir).

Robinson discussed the benefit of non-government organizations (NGO's) and in particular the networks of women (Liswood, p. 116). Although Robinson was talking about networks of women to influence and support the United Nations (UN) her comments are applicable generally to help women in leadership positions:

The question posed to Robinson by Liswood and her response was as follows:

> **Q:**   Perhaps we should consider the UN to be precisely one of those models that should include more women?
>
> **Robinson:**
>
> Yes, and perhaps be influenced by the kinds of structures that are evolved by women, for example, the capacity to network, the capacity to link an informal grouping together in very supporting and helpful ways. I think that this way of networking and networking between networks and networking in a way that links grassroots organizations into systems, is very important. And I'm glad that the role of non-governmental organizations is becoming increasingly important (Liswood, 1995, p. 116).

Whitman (2005) also supported the notion of women helping other women to bring about change. She said

> [w]omen in politics have an obligation to support each other and to bring more women into the arena. I was fortunate; I had my mother and my older sister as

role models for women in politics. But very few women have that same good fortune. That is why we must be deliberate about being mentors to qualified women, we must support them in their efforts, we must celebrate their success, we must help pick them up when they stumble, and we must look for opportunities to help them get ahead. That is what I have tried to do—from appointing many "female firsts" to campaigning and raising money for women candidates from Maine to Hawaii (pp. 224-225).

1.3   VOICE OF THE WOMAN

"For centuries, the voice of authority has been a male voice" (Phillips & Ferguson, 2004, p. 20). As barriers are slowly breaking down, women have the opportunity to express themselves more openly. The literature on the voice of the woman is scattered in various ways within textual readings. However, if you go to the index of a book under the heading "voice" you can't find it. You need to read the books in detail to try to find when the "voice" of the woman is mentioned in various discussions of leadership and development. Trying to find the "voice" of the women in the literature is like trying to find a needle in a haystack. What you can find are discussions on communication patterns, linguistic patterns, or gender comparisons. The only exception to this general rule that I have found are those few books that have studied women specifically to understand the development of women, their voice, and their silence.

1.3.1   Brief background on how women communicate in context to relationships:

"Women appear to be affected, interested, influenced by attachment or relationships with others" (Tanton, 1994, p. 15). Chodorow (1974), Douvan & Adelson (1966) and McClelland (1975) have noted that attachments and relationships for women have impacted on a woman's identity

formation and maturity in development (see also Gallos, 1989; Bardwick, 1980; Eichenbaum & Orbach, 1988; Gilligan, 1982; Josselson, 1987).

A woman's focus on relationships with others has been noted to impact a woman's way of learning in a variety of contexts including the following:

1.3.1.1 Self-evaluation

"Women tend to judge themselves by standards of responsibility and care toward others, with whom affiliation is recognized and treasured" (Ferguson, 1984, p. 159).

1.3.1.2 Moral Judgment

"Women's moral judgments are closely tied to feelings of empathy and compassion for others, and more directed toward the resolution of particular 'real life' problems than toward abstract or hypothetical dilemmas" (Ferguson, 1984, p. 159; see also Chodorow, 1978)

1.3.1.3 Freedom of expression

Girls have found that in order to sustain relationships while grouping up female, they had to often relinquish freedom of expression and choice (Eichenbaum & Orbach, 1988; Brown & Gilligan, 1992; Miller, 1976; Schaef, 1981).

1.3.1.4 Relationships with advisors

Female student interaction with an advisor is focused on the personal relationship component to enhance learning whereas male students focus with an advisor was related to its instrumental value on knowing the facts or how to get them (Tanton, 1994, p. 16, citing the Harvard Assessment Project 1990).

1.3.1.5 Learning from others

Women's ability to learn from other people is remarkable whereas manager's learning experiences from assignments and hardships does not appear to be gender-related (Velsor & Hughes, 1990).

1.3.1.6 Power

Women's perceptions of power are different than men in that women have concern for their relationships (McClelland, 1975; Gallos, 1989).

1.3.1.7 Attentiveness

Women tend to be more attentive to the needs of their subordinates. Women are better listeners and use what was heard from others when they act (Hammond, 1992, p. 7).

1.3.2   Women's communication patterns:

Josefowitz (1984) noted that in mixed-gender groups women spoke less than when they were in all-female groups. Further, Sullivan and Buttner (1992) found that when women spoke they were more hesitant and leaned towards using a question-posing style rather than speak directly. Fishman (1983) and Hirschman (1973)(as cited in Tanton, 1994, p. 18) also found women asked more questions and gave more listening responses. Women as listeners was reinforced by cultural and societal norms (Belenky, Clinchy et al., 1997). Women were found to be interrupted more in mixed-gender groups by men; women were found not to interrupt men as frequently

(Hall & Sandler, 1984; Sandler, 1986; Sadker & Sadker, 1986; Zimmerman and West, 1975).[13]

Men exerted more control of the topics selected for conversation (Eakins & Eakins, 1978; Hall & Sandler, 1984; Sandler, 1986; West & Zimmerman, 1983; Zimmerman & West,1975). Women for the most part have been the listeners in conversation (Argyle, Mansur, & Cook, 1968; Aries, 1976; Bernard, 1972, 1981; Fishman, 1983; Swacker, 1976; Thorne, Kramarae, & Henley, 1983; West & Zimmerman, 1983; Zimmerman & West, 1975). When women deviate from their silence and talk, it has been suggested that they may be assessed against the traditional standard which held that 'women should be seen but not heard' (Steinem, 1981). When women talked the same amount as men, they were deemed to talk more (Spendor, 1980, Edelsky, 1981, Sadker & Sadker, 1986) In essence, "[w]omen's comments are more likely to be ignored" (Sadker & Sadker, 1986, p. 515). To get better results, girls were noted to offer suggestions rather than give orders to express their preferences (Tannen, 1990, p. 44). In later research, Tannen (1994) noted when analyzing language and gender that "[i]n trying to understand how speakers use language, we must consider the context (in every sense, including at least textual, relational, and institutional constraints), speakers' conversational styles, and most crucially, the interaction of their styles with each other" (p. 46).

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[13] Spendor (1985a, 1998) commented that

> [m]en may engage in interruption of women with impunity but it seems that there are many penalties for women to interrupt men. Even being 'neutral' as possible, offering neither support nor rebuff, can be seen as an unfriendly gesture by many men who in a patriarchal order are accustomed to conversational deference, who are used to having their topics taken up with interest by women, who are used to being given the floor—and undivided attention. To find themselves deprived of these 'rights' could conceivably cause them consternation and it is perfectly logical in such a context that they should 'blame' women for their discomfort (p. 45).

Spendor (1985a, 1998) also quoted a Feminist research group, University of London Institute of Education (1977) where the following was said regarding women interrupting:

> 'Try interrupting a man. Try talking about what you want to talk about and for as long as it takes you to say it. It's seen as a hostile act. You are dominating and bitchy' (Spendor, 1985a & 1998, p. 45, quoting from the Feminist research group).

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1.3.3 How women have claimed the power of their minds:

Brown and Gilligan (1992) in their book *Meeting at the Crossroads*, provided a study of nearly 100 girls between the ages of seven and eighteen (p. 5). Brown and Gilligan analyzed the voice of girls through various stages of development. The book provided an opportunity to get a glimpse of "how lost voices and lost strengths" occurred during the adolescence of a girl and how women can help change this cycle (p. 6).

As early as age seven and eight, Brown and Gilligan (1992) found that

[t]hese young girls know how they feel and what they want; they also know what others want them to do and be and so they anticipate others' reactions to their voices. They have a capacity for careful attention and concern for others, as well as strong voices and a clear sense of both the pleasures and the pains of relationships (p.53).

Yet, by the time of adolescence, these same girls that knew their voice at age seven and eight appeared to lose them. Brown and Gilligan (1992) observed that girls have a "relational impasse or crisis of connection …at the time of their adolescence" (p. 5). While going through adolescence, Brown and Gilligan found that girls have difficulty with connecting themselves with knowing, their mind, and how it relates to relationships (p. 133) and moving their thoughts and feelings underground (p. 85). The girls seemed to disconnect their own feelings in attempt to "connect with what others want" (p. 110). Such crisis has been central to women's psychology of women where

the desire for authentic connection, the experience of disconnection, the difficulties in speaking, the feeling of not being listened to or heard or responded to emphatically, the feeling of not being able to convey or even believe in one's own experience. (Brown & Gilligan, p. 5).

Studies of women have provided a way for women to regain their voice. Belenky, Bond et al. (1991) found in their study of women community organizations that women leadership can

arise in grassroots communities (p. 9) where women learn to have a voice and are empowered by the other women with a sharing of ideas through dialogue and reflection (pp. 7, 80).

Belenky, Clinchy, et al. (1997) found that when reviewing the interview materials for their book *Women's Ways of Knowing,* that workshops with women to analyze the interview data was a remarkable way to see how women gain their voice (p. xxii). Questions focused on how people think and ideas are originated; argumentation as a way to sharpen a women's wits and ideas; and the role of emphatic role-taking processes (p. xxii). The women who were discussing the interviews of other women resulted in a vibrant collaboration where there was an active engagement of conversation in which a theory of knowledge was discussed about the women's voice (p. xxii).

"To the Other Side of Silence": (Belenky, Clinchy, et al., 1997, p. 3)

[O]ur basic assumptions about the nature of truth and reality and the origins of knowledge shape the way we see the world and ourselves as participants in it. They affect our definitions of ourselves, the way we interact with others, our public and private personae, our sense of control over life events, our views of teaching and learning, and our conceptions of morality (Belenky, Clinchy, et al., 1997, p. 3)

A reoccurring theme or metaphor with all of the stories of the women were that the women spoke of "gaining a voice" (Belenky, Clinchy, et al., 1997, p. 16). When the women spoke about voice and silence in their interviews, it was referred to in terms of: "'speaking up,' 'speaking out,' 'being silenced,' 'not being heard,' 'really listening,' 'really talking,' 'words as weapons,' 'feeling deaf and dumb,' 'having no words,' 'saying what you mean,' 'listening to be heard,'"…all of which dealt with a "sense of mind, self-worth, and feelings of isolation from or connection to others" (Belenky, Clinchy, et al., p. 18).

Further, the book *Women's Ways of Knowing* was also a vehicle to unleash the women's voice from silence according to its authors. Belenky, Clinchy, et al. (1997) stated that the book

was "about the '*roar* which lies on the other side of silence' when ordinary women find their voice and use it to gain control over their lives" (p. 4, emphasis added).

In their book, *Women's Ways of Knowing,* a descriptive analysis was done where five different perspectives were discussed "from which women view reality and draw conclusions about truth, knowledge, and authority" (Belenky, Clinchy, et al., p. 3). Women's ways of knowing and perspectives were then placed into five epistemological categories as follows: silence, received knowledge, subjective knowledge, procedural knowledge, and constructive knowledge (Belenky, Clinchy, et al., p. 15). In each phase or ways of knowing, women are on a quest to find the "self" and their "voice" (p. 133).

1.3.3.1 silence

> Where language and naming are power, silence
> is oppression, is violence.
> > --Adrienne Rich, 1977
> > (Belenky, Clinchy, et al., 1997, p. 23, quoting Rich)

In the most severe cases of women of silence, it was found by Belenky, Clinchy, et al. (1997) that there was "an extreme in denial of self and in dependence on external authority for direction" (p. 24). Essentially, for these women of silence, there was a lack of growth of mind and "[f]igures of speech suggesting gaining a voice…were conspicuously absent from the descriptions given by the women of silence" (p. 24).

Another metaphor was used to describe these women: "deaf and dumb." None of the women were deaf or dumb but such terms were used by Belenky, Clinchy, et al. to capture the voiceless women where they felt trapped by their environment—and in some circumstances didn't even realize their own voicelessness from their environmental circumstances. Belenky, Clinchy, et al. said that these women "felt 'deaf' because they assumed they could not learn from

the words of others, "dumb" because they felt so voiceless. As one person said, 'Someone has to show me--not tell me-- or I can't get it'" (p. 24).

One of the main themes that was very apparent to the women of silence dealt with the power of words being treated as a punishment to these women. Belenky, Clinchy, et al. noted the following:

> Words were perceived as weapons. Words were used to separate and diminish people, not to connect and empower them. The silent women worried that they would be punished just for using words—any words (p. 24).

In such situations of voicelessness, it was found by Belenky, Clinchy, et al. that dialogue with others was essentially absent and "there were no indications of dialogue with 'the self.' There were no words that suggested an awareness of mental acts, consciousness, or introspection" (p. 25). These women of silence did not have confidence "in their ability to learn from their own experience than they have in learning from the words that others use" (p. 26).

Thus, reflection – where "oral and written forms of language must pass back and forth between persons who both speak and listen or read and write—sharing, expanding, and reflecting on each other's experiences" was absent from the experiences of these voiceless women (Belenky, Clinchy, et al., p. 26).

These women of silence viewed their world as one of powerlessness and dependency upon others (Belenky, Clinchy, et al., p. 28). Moreover, there was a very apparent acquiescence and unquestioned submission to commands of authority without these women listening to their own inner voice for direction (Belenky, Clinchy, et al., p. 28). Further, the silent woman were "unaware of the power of words for transmitting knowledge" (p. 36). Accordingly, the phrase women "seen but never heard" rang loud and clear for these women of isolation (p. 5, 32).

Moreover, moral language for the women of silence "centers around such concepts as "mine," "I want," "I feel," "I had to," and "they made me" (p. 46).

1.3.3.2 received knowledge: listening to the voices of others

> She never did and never could put words
> together, out of her own head.
> > --George Eliot, Middlemarch
> > (Belenky, Clinchy, et al., 1997, p. 35, quoting Eliot)

Through their research, Belenky, Clinchy, et al. (1997) found from interviewing the women in their study that parenthood in many instances initiated "an epistemological revolution" (p. 35). The women that were once silent could reassess themselves by the circumstances they found themselves in as parents—to care for a child. Thus, these women who viewed themselves as dependant on others for care were now in a situation where they were caring for another and learned that they indeed had competence and as a learner rather than "deaf and dumb" (pp. 35-36).

Unlike silent women, "women who rely on received knowledge think of words as *central* to the knowing process. They learn by listening" (pp. 36-37). As a receiver of knowledge, "these women focus on listening" (p. 45). However, although these women in the relieved knowledge phase can

> take in what others have to offer, they have little confidence in their own ability to speak. Believing that truth comes from others, they still their own voices to hear the voices of others (p. 37).

Young received knowers receive comfort from hearing other people saying things that they would say themselves (pp. 37-38).

> They relish having so much in common and are unaware of their tendency to shape their perceptions and thoughts to match those of others….[I]t is exactly these kinds of relationships that provide women with experiences of mutuality,

equality, and reciprocity that are most helpful in eventually enabling them to disentangle their own voice from the voices of others. It is from just such relationships that women seem to emerge with a powerful sense of their own capacities for knowing (p. 38).

During the phase of received knowing, women tend to "think of authorities, not friends, as sources of truth (p. 39)....Wanting to do the right thing but having no opinions and no voice of their own to guide them, women in this position listen to others for direction as well as for information" (p. 40).

As recipients of knowledge rather than sources of knowledge, these women "assume that the authorities can dispense only one right answer for each problem" (pp. 40-41). Further, shades of gray in truth is essentially nonexistent with only black and white being seen (p. 41). In such a phase, ambiguity or if something is partially wrong is intolerant to them (pp. 41-42). Thus, these women are considered very literal, like predictability and clarity (p. 42).

Unlike the silent women, who do not see themselves as learners at all, these women feel confident about their ability to absorb and to store the truths received from others. As such, they perceive themselves as having the capacity to become richly endowed repositories of information (Belenky, Clinchy, et al., pp. 42-43).

Moral community: Morally, women as received knowers look outward (p. 45). Received knower women look to society for what is right and wrong albeit to "conform to the convention of their society—or to the dictates of the nonconventional they choose to emulate" (p. 46). When a received knower attempts to solve a moral problem, words such as "should" and "ought" are used rather than "would" and "have to" (p. 46). "They strive to subordinate their own actions to the symbolic representations of the good that they are able to hear in the voices of others" (p. 46). A theme that appeared to be present in the received knowledge women according to Belenky, Clinchy, et al. and concurred by Miller (1976) and Gilligan (1982) was that central to a

woman's voice was the following: "They should devote themselves to the care and empowerment of others while remaining 'self-less'" (Belenky, Clinchy, et al., 1997, p. 46).

Advancement is possible for received knowledge women and they feel comfortable with such advancement so long as "it is clear that self-advancement is also a means of helping others" (p. 47). These women become stronger by empowering others (p. 47) such as: "either by helping them, by listening and understanding, or by teaching others what they know as an important experience" (p. 47).

> For the received knowers, being thrust into roles of responsibility for others helps erode the belief that they are dependent on "them" for "truth." For these women it is the act of giving rather than receiving that leads them to a greater sense of their capacity for knowing and loving (p. 47)….Women typically approach adulthood with the understanding that the care and empowerment of others is central to their life's work. Through listening and responding, they draw out the voices and minds of those they help to raise up. In the process, they often come to hear, value, and strengthen their own voices and minds as well (Belenky, Clinchy, et al., 1997, p.48).

The selfless self: Received knowers look to others for knowledge because they "believe that all knowledge originates outside of the self" (p. 48). Identity formation can be seen with questions they pose such as "'What do they think of me?' and 'What would they want me to become?'" (p. 48). These women tend to attempt to live up to the expectations of others and see themselves only through the eyes of others (p. 48). "Thus, women of received knowledge listen carefully and try hard to live up to the images that others have held up to them" (p. 49).

Defining themselves and others is also in black and white contrast rather than shades of gray. They define themselves and others "around the social expectations that define concrete social and occupational roles" (p. 50). Examples would be to describe themselves as what their role is such as mother, nurse, or by a title held in a job (p. 50). Similarly, matters of right and wrong for the self and for moral actions are more likely to be in black and white as well (p. 50).

The either/or thinking that these women confine themselves to makes it difficult for them to express notions of 'becoming'—evolution, growth, and development (p. 50)….Women who are unable to see themselves as growing, evolving, and changing are at a particular disadvantage in a rapidly changing technological society (Belenky, Clinchy, at al., pp. 50-51).

Only when women of received knowledge begin to see their own thoughts as a way to orchestrate changes in their life and make decisions will these women begin to move to the next phase of the self. Such women must understand that they have an obligation to begin to "listen to [their] own voice if [they] are to become clear and confident and to move on in [their] life" (p. 51).

1.3.3.3 subjective knowledge

a.   the inner voice

> There's a part of me that I didn't even know I had
> until recently—instinct, intuition, whatever. It helps
> me and protects me. It's perceptive and astute. I just
> listen to the inside of me and I know what to do.
>   --Inez, thirty-year-old mother of three
>   (Belenkly, Clinchy, et al., 1997, p. 52, quoting Inez)

One woman that was interviewed by Belenky, Clinchy, et al. (1997) said her way of knowing had changed and described the change as follows:

I can only know with my gut. I've got it tuned to a point where I think and feel all at the same time and I know what is right. My gut is my best friend—the one thing in the world that won't let me down or lie to me or back away from me (p. 53).

The story of the woman above is the center of how women go from received knowledge to one of subjectivity. Women begin to emerge "from passivity to action, from self as static to self as becoming, from silence to a protesting inner voice and infallible gut" (p. 54).

The truth for these women is what has been labeled subjectivism or subjective knowing. Belenky, Clinchy et al. believed that the shift for women into a subjective knowing is considered significant (p. 54). The small voice that women begin to find within them according to Belenky, Clinchy et al. becomes a source of inner strength for them (p. 54).

At this juncture, women while relying more on their intuitive processes become more self-assertive, self-protected, and self-defined. "Women become their own authorities" (p. 54). For many women, the shift into subjectivity is liberating (p. 54). Within this phase of knowing, women can become more autonomous and independent (p. 55).

From their research of the women studied,[14] Belenky, Clinchy et al. found that the change or shift for women into the subjectivism perspective came from "changes in their personal lives outside the classroom or the college dorm" (p. 56).

In the beginning phase of the transition into subjective knowing, the women were found according to Belenky, Clinchy et al. to look for answers from "people closer to their own experience—female peers, mothers, sisters, grandmothers" rather than from those of higher status or authorities (p. 60).

Women that turned to agencies for help instead said that the "agency staff were the first people *ever* to listen to them or to show an interest in what they had to say" (p. 60).

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[14] Many of the women that were the research subjects that fell into the subjectivist category "had parents or husbands who belittled them or squelched their curiosity or chastised them for questioning" (Belenky, Clinchy, et al., p. 57). To the researchers, "it appeared that it was only after some crisis of trust in male authority in their daily lives, coupled with some confirmatory experience that they, too, could know something for sure, that women from these backgrounds could take steps to change their fate and 'walk away from the past'" (p. 58). Although sexual abuse was not a part of the study of Belenky, Clinchy, et al., it was found from the interviews of the women that 75 women, "38 percent from the women in schools and colleges and 65 percent of women contacted through the social agencies told us that they had been subject to either incest, rape, or sexual seduction by a male in authority over them—fathers, uncles, teachers, doctors, clerics, [and] bosses. Abuse was not limited to any particular epistemological grouping of women in our study, nor was it limited to any specific class, ethnic, or age group: but the sense of outrage was most prominent among the subjectivists, who angrily recalled their past naiveté and silent submission" (pp. 58-59). Further, statistics of incest were alarming to the researchers. Belenky, Clinchy, et al. found that "[a]mong the college women, approximately one out of five women described a history of childhood incest" (p. 59).

When women are in transition, sharing of similar experiences can be gratifying. Belenky, Clinchy, et al. (1997) found that when women were

> given the opportunity to talk things over with a sympathetic, nonjudgmental person with similar experiences, a woman can begin to hear that maybe she is not such an incompetent, a dummy or an oddity. She has *experience* that may be valuable to others; she, too, can know things (pp. 60-61).

One women in the study done by Belenky, Clinchy, et al. (1997) , at age sixty-two went to a therapist after viewing the things she had done in her life as inconsequential where the therapist helped her see that her life and the deeds she had done were meaningful. She commented as follows as to how a door opened to her after she sought treatment from the therapist who helped her to reevaluate her life:

> 'A man's advice to his son is that whenever he feels the need of a helping hand to look at the end of his arm and he'd find one. That's where I've been very blind. I haven't looked at the end of my arm. I've been giving myself a helping hand all my life. I can lean on me' (p. 62).

An interchangeable term with subjectivism is multiplicity as described by William Perry. During this phase, there is no absolute truth and multiple perspectives of the truth are present (pp. 62-63). Everyone is entitled to an opinion. However, given this new realization, for some women, including women of advantage, the ability to have choices and the freedom from external authority can be overwhelming (p. 65). Women found at this juncture that if you take a stand, then you isolate yourself socially and this may hurt connections with others (p.65). Given this realization, some women feel vulnerable and unconnected given their new understanding of separation and individuation (p. 65; see also Gilligan, 1982; Miller, 1976). Further, women of advantage believe that although they have a life that "appears to be rich in opportunity" and

> she senses that she is free to control her destiny, she does not feel in control nor able to take the risks that experimentation entails. Neither her parents nor society seem to her to support risk taking in women. This is the kind of woman whose parents tell her to develop enough marketable skills so that she will have

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something to fall back on if her husband loses his job, dies, or divorces her (Belenky, Clinchy, et al., 1997, p. 65).

Many of the women in this phase appear to the outside world as "responsible and serious" (p. 66) but

> often harbor unspoken desires to be free from prescriptions of others. They dream of escape and release. They can be intensely subjective, spilling out the truth about themselves, about their views on life and living, in their diaries and daydreams. Rarely do they voice these private thoughts in public, although they may share them with friends. The loneliness of these hidden, reticent, yet proud women is striking….The tragedy is that hidden multiplists still their public voice and are reluctant to share their private world; ultimately this hinders them from finding mentors who might support their intellectual and emotional growth (pp. 66-67) [15]….Thus all subjectivist women, whether they have come from a background of oppression and disappointment in male authority or have grown up as obedient and cautious children in a world that emphasized conformity to cultural norms, ultimately come to disregard the knowledge and advice of remote experts. They insist on the value of personal, firsthand experience; and…if they listen at all to others, it is to those who are most like themselves in terms of life experiences (p. 68).

Redefining authority: During the subjectivist stage of knowing, women tend to revert to their inner voice as authority rather than looking external to authority figures or experts (p. 68). Belenky, Clinchy, et al. found that the emergence of the "interior voice" for the women had become "the hallmark of women's emergent sense of self and sense of agency and control" (p. 68). Truth is more intuitive at this phase. Truth to these women is subjectified and personal and absolute only for the individual (p. 69). Some women in the study done by Belenky, Clinchy, et

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[15] "Other hidden multiplists talked about occasionally yielding to their impulse to live a carefree and unrestrained life. They sometimes courted danger by disappearing to nearby cities for the weekend, by becoming involved in 'one-night stands,' by befriending strangers. They usually returned to campus by Monday. Why they remained so long in environments that felt stifling to them was not always clear. Perhaps there was some lingering trust in old authorities; perhaps they did not perceive any societal permission to live a nonstereotypical life; perhaps they did not feel within themselves a strong enough conviction that they could make it on their own. Nevertheless they nurtured a strong sense of defiance and a trust in their subjective truth to which they sometimes gave voice in diaries or poetry. They might even have expressed a feeling of omnipotence vis-à-vis authority, described by one women as 'an intuitive feeling. I just know. And when I do, fifteen experts won't change or affect me'" (Belenky, Clinchy, et al., 1997, p. 67).

al. (1997) were better able to express this phase of knowing and one woman said the following to

describe her new way of seeing:

> 'It's like a certain feeling that you have inside you. It's like someone could say
> something to you and you have a feeling. I don't know if it's like a jerk or
> something inside you. It's hard to explain. There's a part of me that I didn't even
> realize I had until recently—instinct, intuition, whatever. It helps me and protects
> me. It's perceptive and astute. I just listen to the inside of me and I know what to
> do' (p. 69).

However, in situations where a woman lacks personal experience and her inner voice is

silent, Belenky, Clinchy, et al. (1997) found that a woman as a subjective knower may

> adopt a cafeteria approach to knowledge, an attitude of 'let's try a little bit of
> everything until something comes up that works for me.' There are no thought-out
> procedures in the search for lurking truths. The process is magical and
> mysterious: 'It's like the truth hits you dead in the face, and it knocks you out.
> When you come to, that is it (p. 70).

b.   *the quest for self*

> Right now I'm busy being born.
>   --Teresa, twenty four years old
>   (Belenky, Clinchy, et al., 1997, p. 76, quoting Teresa)

In many instances, Belenky, Clinchy, et al. (1997) found that when women acquire a

subjective way of knowing they also tend to sever connections from people or issues of their

past. Belenky, Clinchy, et al. stated

> [o]ver half of the large group of subjectivists had recently taken steps to end
> relationship with lovers or husbands, to reject further obligations to family
> members, and to move out and away on their own. They seemed to be saying to
> us that if firsthand experience was the route to knowing, then they were going to
> amass experiences. Although subject to an extraordinary range of emotional
> pushes and pulls--anxiety, anger, insecurity, guilt, depression, exhilaration—most
> of the women were making these changes with a stubborn determination. Some
> realized they faced loneliness ahead, but they did not seem to care. It was easy to
> be impressed by the courage of some, by the recklessness of others. Certainly it
> was clear that as they began to think and to know, they began to act. Some were
> even driven to action by their inner voice….Gilligan believes that for people
> operating within a responsibility orientation, the initiation of actions on behalf of
> the self signifies the transition into mature moral thought, a late-occurring

developmental shift in which the self is included as an equal claimant in any moral decision. We, however, disagree with Gilligan on this point, having examined the stories of subjectivist women who were beginning to get something for themselves but who did not yet appear to be developing a coherent, reflective moral maturity in Gilligan's terms (pp. 76-77).

Sometimes as a result of women finding their subjective self and including themselves in decision-making, women may escape from what has been identified as "negative identity" as described by Erikson (1968) where you define "yourself primarily in terms of opposition to others or what you are not" (Belenky, Clinchy, et al., p. 78). Some women then become antimale wherein

> [n]egative attitudes toward specific men in their pasts—lovers, fathers, husbands, teachers—become generalized to all men, whom they perceive as controlling, demanding, negating, and life suppressing. Their attitude is not so much that of retreating from others—the attitude "I will go it alone" –as it is the attitude "I will go it without men" (Belenky, Clinchy, et al., p. 79).

According to Belenky, Clinchy, et al., many women who were beginning the birth as subjective knowers were in their thirties, forties, and even fifty where there were also "significant indicators of an impetus toward action, change, and risk taking" (pp. 82-83). One woman described the birth of herself as follows:

> The person I see myself as now is just like an infant. I see myself as beginning. Whoever I can become, that's a wide-open possibility.
>
> I actually think that the person I am now is only about three or four years old with all these new experiences. I always was kind of led, told what to do. Never really thought much about myself. Now I feel like I'm learning all over again.
>
> I've never had a personality. I've always been someone's daughter, someone's wife, someone's mother. Right now I'm so busy being born, discovering who I am, that I don't know who I am. And I don't know where I'm going. And everything is going to be fine (p. 82).

Accordingly, for many women who shift into subjective knowing, there is "an increased experience of strength, optimism and self-value" (p. 83). As a result, in some instances, the need

to "going it alone" can contribute to some extent to the isolation of these women from others (p. 83). But, most were not depressed about this or in a state of despair. Rather, most were "forward-looking, positive, and open to new experiences. They were curious people and, from the moment they turned inward to listen to the 'still small voice,' found a new and fascinating object for study: the self" (pp. 84-85).

Belenky, Clinchy, et al. found that the women learned more about the self by observing themselves more closely as well as listening to others in a self-serving way (p. 85). Although a public voice may not be present yet to these women in a state of subjective knowing, they were starting to talk to themselves, talk to a pet, or their diaries where "[t]hese women [were] 'gaining a voice' and a knowledge base from which they [could] investigate the world" (p. 86).

1.3.3.4 procedural knowledge

a.   *the voice of reason*

> This year I realized that I can use my mind
> --A junior in college
> (Belenky, Clinchy, et al., 1997, p. 87, quoting the junior)

The voice of women during this phase is much humbler but one of reason (p. 87). At least part of the women's lives during a procedural phase of knowing favor "reasoned reflection" instead of subjectivism or absolutism (p. 88). Belenky, Clinchy, et al. found that when women could make the move to procedural knowledge, that "all the women encountered situations in which their old ways of knowing were challenged" (p. 88). Many women found that authorities attempted to impose opinions on them in which they believed "they had a right to their own opinions" (p. 88). The women in these instances did not view the opinion of the authority as a

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way to increase their growth; rather, they felt the conflict was "an attempt to stifle their inner voices and draw them back into a world of silent obedience" (p. 88).

At some point, many women differentiate between opinions and arguments where opinions are to them based on intuition but arguments had to be reasonable (p. 92). These women during this phase of developing their "technical know-how" need according to Belenky, Clinchy, et al. authorities that are knowledgeable to give these women either formal instruction or those that "can serve as informal tutors" to them (p. 93).

Women during this phase acknowledge that there different "ways of knowing" began when the women were subjectivists and each person was entitled to their opinion (p. 97). Unlike subjectivist knowledge, women who have acquired procedural knowledge "pay attention to objects in the external world" (p. 98). Further, these women "are practical, pragmatic problem solvers" and are tyrant "to take control of their lives in a planned, deliberate fashion" (p. 99).

b. *separate and connected knowing*

> I never take anything someone says for granted. I just tend
> to see the contrary. I like playing devil's advocate, arguing
> the opposite of what somebody's saying, thinking of
> exceptions to what the person has said, or thinking of a
> different train of logic.
> > --A college sophomore
> > (Belenky, Clinchy, et al., 1997, p. 100, quoting the sophomore)

> When I have an idea about something, and it differs from the
> way another person is thinking about it, I'll usually try to look
> at it from that person's point of view, see how they could
> say that, why they think that they're right, why it makes sense.
> > --A college sophomore
> > (Belenky, Clinchy, et al., p. 100, quoting the sophomore)

Both examples of the college sophomores above are reasonable but viewed differently. Some women will speak from an 'understanding' theme while others will speak from a 'knowledge' theme. By understanding, Belenky, Clinchy, et al. (1997) meant "implying

personal acquaintance with an object (usually but not always a person) where intimacy and equality between the self and object are present and acceptance is involved (pp. 100-101). Evaluation is absent from understanding because the self is not placed higher than the object itself (p. 101). Knowledge, on the other hand, "implies separation from the object and mastery over it" (p. 101).

The two types of epistemological orientation that gravitate during this phase of knowing are: *separate knowing* and *connected knowing* (p. 101). Separate knowing involves impersonal rules where connected knowing focuses on the relationship such as trying to understand another person's point of view by entering in that person's frame of mind or perspective (p. 101).

> Gilligan (1982) and her colleague Nona Lyons (1983) use the terms *separate* and *connected* to describe two different conceptions or experiences of the self, as essentially autonomous (separate from others) or as essentially in relationship (connected to others). The separate self experiences relationships in terms of "reciprocity," considering others as it wishes to be considered. The connected self experiences relationships as 'response to others in their terms' (Lyons 1983, p. 134).

> (Belenky, Clinchy, et al., 1997, p. 102)

Further, in terms of justice and truth, those women that find the self with separate knowing do so through impersonal procedures (p. 102). For those women that find the self through connected knowing, they find truth, morality, and justice through care (p. 102). Separate and connect knowing orientations also flow to relationships between knowers and objects (or subjects) and not just between self and another person (p. 102). Objects as used in this way can refer to something other than a person (p. 102). But, separate and connected knowing is not gender specific (p. 102). Belenky, Clinchy, et al. found that women may have both the voice of connected knowing and the voice of separate knowing (p. 103). Sometimes once voice may be

tipped more favorably over the other or the voice of the women would be a blend of both separate and connected knowing (p. 103).

Separate knowing

Interestingly, many of the women in the study conducted by Belenky, Clinchy, et al. (1997) who leaned toward a separate knowing voice were women that attended or had graduated from "traditional, elite, liberal arts colleges" (p. 103). Further, these types of women were conventional women in that they met the rigorous standards of expectations from their schools, teachers and parents. However, in some respects, these women were also nonconventional (p. 103). Belenky, Clinchy, et al. found that many of the conventional women violated conventional rules while growing up because they were tomboys (p. 103).

Norman Livson and Havey Peskin (1981) would describe such women based on their study as "Girls who behave like tomboys in early adolescence exhibited high intellectual competence in late adolescence" (Belenky, Clinchy et al., p. 104). "Separate knowers refuse to play the conventional female role, choosing instead to play a game that has belonged traditionally to boys—the game of impersonal reason" (p. 104).

Separate knowing involves critical thinking where the doubting game is present. Separate knowers will "assume that everyone-including themselves-may be wrong" (p. 104) and will look for things such as "a loophole, a factual error, a logical contradiction, the omission of contrary evidence" (p. 104). Thus, separate knowers have been defined as tough-minded and suspicious (p. 104-105). However, unlike men, women as separate knowers did not find "argument—reasoned critical discourse-a congenial form of conversation among friends….Teachers and fathers and boyfriends assure them that arguments are not between

persons but between *position*, but the women continue to fear that someone may get hurt" (p. 105).

In the early phases of separate knowing, some women have a loss of voice such as not wanting to speak when around someone who they consider intelligent (p. 106). At these times, women may not want to say something that would make them appear stupid (p. 106). Belenky, Clinchy, et al. likened such behavior to certain lines in a poem written by Marge Piercy "Unlearning to Not Speak" as follows:

> Phrases of men who lectured her
> drift and rustle in piles:
> Why don't you speak up?
> (Belenky, Clinchy, et al., 1997, p. 106, quoting Piercy, 1973, p. 38)

Some women may believe their thinking is inadequate and therefore may not be able to speak because of such feelings of inadequacies. Again, lines from Piercy's poem have been used to describe this behavior:

> You have the wrong answer,
> The wrong line, wrong face…
> (Belenky, Clinchy, et al., p. 107, quoting Piercy, 1973, p. 38)

Thus, in some instances, when women may want to write their thoughts down or to speak out they become temporarily paralyzed or as expressed by Piercy in her poem:

> she grunts to a halt.
> (Belenky, Clinchy, et al., p. 107, quoting Piercy, 1973, p. 38)

When separate knowers are able to speak publicly, their messages are addressed to audiences of relative strangers rather than to themselves or friends (p. 108). Writings and speeches are usually polished where the voice of the writer or speaker is not present (p. 109). Again, the impersonal stance or one of objectivity of the separate knower is projected while the self is suppressed in terms of feelings and beliefs (p. 109). Further, a separate knower learns

through "a lens of a discipline" (p. 115). While a separate knower is evaluating the other, personality is taken out of the equation. A separate knower believes that personality would tend to skew or add 'noise' to the perception (p. 119).

One travail of separate knowers by speaking publicly was that

[t]hese women hear themselves speaking in different voices in different situations. They hear themselves echoing the words of powerful others. And, like so many women, they feel like frauds…. They yearn for a voice that is more integrated, individual, and original—a voice of their own (p. 124).

In part, this public voice of a separate knower where the subjective voice is absent was in part a result of "the public, rational, analytical voice" that was nurtured under "the institutions' tutelage, respect, and rewards" (p. 124).

Connected knowing

Personal experience rather than dictates from authorities is the hallmark for connected knowing (p. 112). Empathy is one procedure used by connected knowers to gain access "to other people's knowledge" (p. 113).

Connected knowers begin with an interest in the facts of other people's lives, but they gradually shift the focus to other people's ways of thinking. As in all procedural knowing, it is the form rather than the content of knowing that is central….Connected knowers learn through empathy (p. 115).

When a connected knower takes on another lens, it is "the lens of another person" (p. 115). When connected knowers seek to understand, they tend to care about the object sought to be understood (p. 124).

Conversations begin with trust for connected knowers where "[t]heir purpose is not to judge but to understand" (p. 116). The absence of judgment imposing would be the following for a connected knower:

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When someone said something they disagreed with or disapproved of, their instinct was not to argue but to 'look at it from that person's point of view, see how they could say that, why they think that they're right, why it makes sense' (p. 117).

Collaborative engagement is seen with a group of connected knowers (p. 119). Further, the personality of each member adds to the perception of the person speaking (p. 119). According to Belenky, Clinchy, et al., "[c]onnected knowing works best when members of the group meet over a long period of time and get to know each other well" (p. 119).

Both separate and connected knowing are procedural (p. 121). In addition, both ways of knowing are objective in the sense of allowing the "self" (knower) to be superceded by an orientation "toward the object the knower seeks to analyze or understand" (p. 123). "Women who rely on procedural knowledge are systematic thinkers" (p. 127). Further, they tend to "feel like chameleons"—"they cannot help but take on the color of any structure they inhabit" (p. 129). In order for a procedural knower to move forward to the next phase of knowing, ''[s]elfishness' is required because the sense of identity is weak" (p. 129). For the true colors of procedural knowers to blossom, Belenky, Clinchy, et al. found that it was necessary for them to "detach themselves from the relationship and institutions to which they have been subordinated" (p. 129). At this juncture, women realize they need an integration of both feeling and thinking (p. 130). The last lines of the poem "Unlearning to Not Speak" by Marge Piercy describe the essence of where these women are headed:

> She must learn again to speak
> starting with I
> starting with We
> starting as the infant does
> with her own true hunger
> and pleasure
> and rage.
> (Belenky, Clinchy, et al, p. 130, quoting Piercy, 1978, p. 38)

1.3.3.5 constructive knowledge: integrating the voices

> All this stuff accumulates to the point where it is possible
> to feel something different…. It's not dramatic. It's like a
> little voice—not even a real voice--it's like a voice of
> integration.
>
> --Adele, a forty-six-year-old musician/counselor
> (Belenky, Clinchy, et al., 1997, p. 131, quoting Adele)

The voice of integration provides for a "place for reason *and* intuition *and* the expertise

of others" (Belenky, Clinchy, et al, 1997, p. 133). Women within this phase shared

characteristics according to Belenky, Clinchy, et al. as follows:

> These women were all articulate and reflective people. They noticed what was
> going on with others and cared about the lives of people about them. They were
> intensely self-conscious, in the best sense of the word—aware of their own
> thought, their judgments, their moods and desires. Each concerned herself with
> issues of inclusion and exclusion, separation and connection; each struggled to
> find a balance of extremes in her life. Each was ambitious and fighting to find her
> own voice—her own way of expressing what she knew and cared about. Each
> wanted her voice and actions to make a difference to other people and in the
> world….all …had learned the profound lesson that even the most ordinary human
> being is engaged in the construction of knowledge. 'To understand,' as Jean
> Piaget (1973) said, 'is to invent' (p. 133).

Belenky, Clinchy, et al. (1997) described the different ways of knowing for women as

compared to those who construct knowledge as follows:

> *Silent* women have little awareness of their intellectual capabilities. They live—
> selfless and voiceless—at the behest of those around them. External authorities
> know the truth and are all-powerful. At the positions of *received knowledge* and
> *procedural knowledge,* other voices and external truths prevail. Sense of self is
> embedded either in external definitions and roles or in identifications with
> institutions, disciplines, and methods….[A]n outcome at the position of
> procedural knowledge is the acquisition of the power of reason and objective
> thought, which provides women with a sense of control and competitive potential
> even though, for some women, real-life opportunities for exercising their
> authority may be hard to come by….At the position of *subjective knowledge,*
> quest for self, or at least protection of a space for growth of self, is primary. For
> women, this often means a turning away from others and a denial of external
> authority….To learn to speak in a unique and authentic voice, women must "jump
> outside" the frames and systems authorities provide and create their own

frame….[*C*]*onstructed knowledge* began as an effort to reclaim the self by attempting to *integrate* knowledge … felt intuitively was personally important with knowledge …learned from others (p. 134).

The women who fell into this category in Belenky, Clinchy, et al.'s study spoke of "weaving together the strands of rational and emotive thought and of integrating objective and subjective knowing" (p. 134). Further, these women went through intense phases of "self-reflection and self analysis when they chose to 'move outside the given' by removing themselves psychologically, and at times even geographically, from all that they had known" (p. 135).

"[*C*]onstructivist thought [is when] [*a*]*ll knowledge is constructed*, and *the knower is an intimate part of the known*" (Belenky, Clinchy, et al, p. 137). Context is understood by constructivists to be key to determine the frame of reference of a person and for the answers to questions posed (p. 138). "Question posing and problem posing become prominent methods of inquiry, strategies that some researchers have identified as a fifth stage of thought beyond formal-operational or logical thought (Arlin 1975; Kitchener 1983; Labouvie-Vief 1980)" (p. 139).

> Constructivists seek to stretch the outer boundaries of their consciousness—by making the unconscious conscious, by consulting and listening to the self, by voicing the unsaid, by listening to others and staying alert to all the currents and undercurrents of life about them, by imagining themselves inside the new poem or person or idea that they want to come to know and understand. Constructivists become passionate knowers, knowers who enter into a union with that which is to be known (p. 141)….Compared to other positions, there is a capacity at the position of constructed knowledge to attend to another person and to feel related to that person in spite of what may be enormous differences….Constructivists establish a communion with what they are trying to understand. They use the language of intimacy to describe the relationship between the knower and the known (p. 143).

At the phase of constructed knowledge, a women's voice is not diminished by listening to others. Further, a distinction is made between 'didactic talk' where participants share experience without arriving at some new understanding with each other and 'real talk' which

requires careful listening; it implies a mutually shared agreement that together you are creating the optimum setting so that half-baked or emergent ideas can grow (p. 144).… Conversation, as constructivists describe it, includes discourse and exploration, talking and listening, questions, argument, speculation, and sharing (p. 144).

For these women, "[i]nclusion ("doing it all") rather than exclusion ("turning the world off") was an ideal as well as a formidable problem" (p. 152).

> Of course, these women cannot do it all, certainly not in a society thaturges women to succeed but still assigns them primary domestic and child-are responsibilities (Chodorow 1978; Contratto 1984). They learn to live with compromise and to soften ideals that they find unworkable….Constructivist women aspire to work that contributes to the empowerment and improvement in the quality of life of others….What stands out most strongly in narratives of constructivist women, and particularly in the part of their story that pertains to the future they foresee for themselves, is their desire to have 'a room of their own,' as Virginia Woolf calls it, in a family and community and world that they helped make livable. They reveal in the way they speak and live their lives their moral conviction that ideas and values, like children, must be nurtured, cared for, placed in environments that help them grow (p. 152).

When Tanton (1994) developed her book of women in management which had its roots in a women's conference to address why there were not more women in management positions, she recalled the empassioned words of Bernice Reagon:

> '[Sometimes] it gets too hard to stay out in that society all the time. And that's when you find a place, and you try to bar the door and check all the people who come in. You come together to see what you can do about shouldering up all of your energies so that you and your kind can survive…[T]hat space should be a nurturing space where you sift out what people are saying about you and decide who you really are. And you take the time to try to construct within yourself and within your community who you would be if you were running society' (Tanton, 1994, p. 1, quoting Harstock, 1987: 163).

"Shouldering up our energies" was defined by Tanton (1994) as a place where those interested in an issue (in the case of Tanton, the development of women) can talk openly and freely to improve the conditions of what was currently existing (p. 1). In a way, Tanton was referring to a "safe place to talk" where you know that you can talk without being put down or

judged for your ideas. For example, Tanton (1994) found that women described their learning experiences with men problematic. Some examples of women's experiences with men were expressed to Tanton (1994) as follows:

> 'When women express their knowledge it is put down'; 'There are often either jokes or confrontational responses after women speak'; 'Many women feel threatened in teaching sessions so don't speak'; 'There are different standards for men and women'; 'Women are accused of personalizing issues'; 'Women get tired of being the only female'; 'Men say the sessions are different when I am there'; 'Men say they think of me as just another man, but I'm a woman' (p. 12).

Another example where voice was not heard, but with other females not being supportive, was described in the story told by Monroe. Monroe said the lack of voice from her female friends impacted on her future as a leader. Monroe, when in ninth grade was ill for a period of time and in her absence from school, senior class pins were given to the ninth graders. When she returned to school, her pin was gone—someone had taken it. Being a 'take-charge' person and being the "Head of Head" (chief office of school patrol), and after her teacher stepped out of the classroom she "stood up and asked if anyone knew what had happened to [her] pin" (Monroe, 1997, pp. 187-188).

To Monroe's amazement, she was shocked at the responses made by her classmates and those girls she thought were her friends. Accusations were made and some of the girls challenged her as to whom she thought she was. Monroe was shocked at the outbursts. She stood silent and staring at them bewildered at the resentment she found towards her (Monroe, p. 188).

But what shocked her and gave her great pain more than anything was that *none* of her close girl friends that she "had known since the fourth grade had *spoken up for [her]*" (Monroe, p. 188, emphasis added). When Monroe went home and told her mother of the events that occurred in school that day she still recalled vividly what her mother said to her: "'Don't be

surprised at the girls' behavior: You'll meet people like this in your life as long as you're trying

to succeed and do what you think is right'" (Monroe, p. 188).

Monroe said that the *loss of the voice* from her friends to stick up for her became

a strange gift for her later in life. She said:

> [a]s for the *silence* of the ones I'd considered my friends, the loss of their voices—being forced to face the anger alone—was, as I think of it now, a strange gift. It was the gift of belief in myself and in my rightness, and the gift of resiliency to carry on as leader in the same ways that they had attacked me for (Monroe, p. 188, emphasis added).

1.3.4   The voice of the woman in the twenty-first century:

More optimism and hope is seen for women in the 21st century to gain their voice and be heard

based on who they are as unique individuals and not based on some standard or expectation

placed on them.

Leadership for women claims a different voice than what has been heard for centuries

(Belenky, Clinchy, et al., 1997; Gillett-Karam, March 2001). Joyce Tsunoda, the first Asian

American woman to be Chancellor for University of Hawaii's Community Colleges, quoted the

words of Anne Wilson Schaef as follows with how she has balanced her professional life and her

personhood : "'I honored my obligation to myself. I discovered my voice and produced work

according to that voice'" (Gillett-Karam, ¶ 9). Others have also recognized that a woman's voice

cannot be characterized in a single category because this threatens individuality (Tanton, 1994, p.

3; Gilligan, 1982). Difference is celebrated by heterogeneity and women need to maintain their

individuality by honoring their own voice, thoughts, and views (Tanton, pp. 1-3).

Liswood's (1995) noted that in the 1990's women "were not waiting to be asked to dance. They are putting aside hesitation, learning how their systems work, and – as did Margaret Thatcher – actively seeking out a political career" (p. 53).

Lake and Conway (2005) and Whitney (2005) are incredibly optimistic about the future of women and the ability for women to express themselves in terms of who they are as women. Whitney (2005) said that women have become the trend-shapers in the 21st century because the feminist movement has matured (p. xiii). Women have become the *norm* and want America to reflect their needs and values (Whitney, p. xiii). Moreover, Whitney (2005) claimed that "[w]omen will cheer to find their views, their ideals, and their very *selves* reflected in the analysis of trends and the voices of women like them" (p. xv).

When women were asked what they really wanted, Lake and Conway (2005) found that women were optimistic and excited about being a woman in the twenty-first century (p. 219). Although

> women are struggling with a balancing act between job and family, are concerned about their financial futures, and aren't too sure that their long-held personal dreams are achievable amidst the daily grind and larger chaos….they are energized by their options, and recognize that for the first time in history they have a voice that is louder, clearer, more confident, and less ignored. When we say that women exert a unified power to make change in our culture and commerce, we aren't implying that they somehow get together and take a vote about it. However, in virtually every arena where women affect a sea change, the catalyst is their inability to get what they want and need by traditional means, and their decision to do something about it (Lake & Conway, 2005, pp. 219-220).

One way the women are "doing something about it" is to bypass "settings that ignore their needs, creating parallel circuits which, in turn, immensely impact the old standards" (Lake & Conway, p. 220). The Anstine leadership training program, the case study in this dissertation, is an example of "doing something about it" to effect change in the political arena where women are empowered to gain their voice, increase their networking capacities, and their expectations

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levels of themselves and for the program so that women have a "place at the table" and equal access to effect change where it counts--in leadership.

With their new found voice, women of the 21st century attitudes are different. Lake and Conway (2005)

> noticed a striking absence of the sense of victimization that has characterized past generations of women; their mantra seems to be 'If you want it, go out and get it.' What women really *want* is the opportunity to do just that. Women have long been a physical majority, but in this new revolution they are no longer a silent, dutiful majority. They are reforming this country in their own image. They are at last assuming their rightful place (p. 220).

While at a fundraiser luncheon in Pittsburgh on August 31, 2006 at the Duquesne Club for U.S. Senator Santorum with guest speaker U.S. Senator Elizabeth Dole, I heard a woman speak, Kathy Gallagher, a female partner in the law firm of Eckert Seamans Cherin & Mellott, LLC. Gallagher spoke of her upbringing and what her Italian grandmother said to her. Gallagher spoke with such conviction about the role of women that I had to include it in this literature section because it speaks volumes of how women have been silent with their choices for so long to how women are now more vocal to express themselves openly. Perhaps women of the 21st century should take to heart what one wise Italian woman from a previous generation said:

> Being a woman is not a limitation, but a God given privilege, that is limited only by the choices that the woman makes and as long as she is doing the choosing, then it is a choice, not a limitation. (K. Gallagher, personal communication, August 31, 2006 and September 6, 2006)

Gallagher said her grandmother had a "truly interesting twist on the ERA" (K. Gallagher, personal communication, September 6, 2006). Gallagher remarked that her "grandmother used to always joke and tell us, 'I don't know why you only want to be equal when God made us so much better'" (K. Gallagher, personal communication, September 6, 2006).

1.4   HOW WOMEN LEADERS HAVE COME TO LEAD

"Leadership is often defined as the ability to move other people – followers-in a direction that is mutually desired" (Liswood, p. 49). In Liswood's study of women leaders, she discovered that most of the women that were in positions of leadership did not plan to be there but were "urged into leadership by others, because of obvious qualities which they possessed and displayed" (p. 49).

1.4.1   Emergent women leaders out of circumstance:

Other than training as will be discussed below, it appears that circumstances themselves bring women leaders to the forefront. Their belief that an issue is not being addressed correctly, something is not just, or even a tragedy of some nature seems to bring women into the forefront to have a voice and try to bring about change.

Some examples of how women came into leadership positions are as follows:

1.) After Corazon Aquino's[16] husband was assassinated in the Philippines, she began her mission to engage anti-Marcos candidates (Liswood, p. 4).

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[16] Corazon Cojuangco Aquino was born in 1933 into a powerful landowning family where her father was at one time a congressman and both of her grandfathers were senators. She was educated in Manila and the United States (Liswood, p. 3). After going to law school for one year she left to marry Benigno Aquino, Jr. in 1954 (p. 4). She had five children (p 4). Her husband was also from a wealthy landowning family (p. 4). Benigno was a journalist and became involved in politics due to the problems in his country. He was put in jail for seven years by Ferdinand Marcos in 1972 (p 4). Due to her husband being in jail, Corazon, a very shy person, learned to help her husband by getting tutoring lessons from him on a weekly basis so she could help him on the outside (p. 4). After an illness he had, he was allowed to go to the United State for medical treatment in the early eighties (p. 4). However, upon returning to his country on August 21, 1983 he was assassinated and the family got word in Massachusetts (p. 4). After that crisis, Corozon began working with anti-Marcos politicians, gained over a million signatures for her own candidacy for president in less than a month and became the new country's president (pp. 4-5). "Aquino saw her mandate as a continuation of her husband's attempt to restore democracy to the Philippines" (p. 5). While in the presidency, Aquino appointed women to high positions and to the Supreme Court. She also believed that getting involved with non-governmental organizations (NGO's) was important (p. 5).

Subsequently, she herself was "recognized by anti-Marcos politicians as someone who could mobilize the electorate" (Liswood, p. 4). Within one month, she obtained a million signatures in support of her candidacy and won the presidency despite Marcos trying to steal the election (Liswood, pp.4-5). Although she was shy and did not necessarily want to run herself, her people believed that she was the only one that could unite the opposition (Liswood, p. 46). Once Aquino accepted the challenge, she considered the race "'not only a challenge, but perhaps a mission'" (Liswood, p. 46).

2.) Sirimavo Bandaranaike's[17] husband Solomon Bandaranaike, while the prime minister of Sri Lanka (previously Ceylon), was assassinated in 1959. Solomon's party, The Sri Lanka Freedom Party (SLFP), asked her to campaign. She did and in 1960 became head and was appointed prime minister (Liswood, p. 7).

3.) Benazir Bhutto's[18] father in 1977 was the prime minister of Pakistan (Liswood, p. 9). After the army put her father in jail, he asked Benazir to carry on his work (p. 9). When she returned home from her studies to begin her career in diplomacy she was for years either placed on house arrest or jailed—many times in solitary confinement where poison was left in her cell to tempt her to suicide (p. 9). In 1984, after pressure from abroad and an illness, she was permitted to leave for London (p. 9). In 1986 she returned to Pakistan (p. 10). After marriage and three children, she and her mother led their party to a victory in 1988 wherein Bhutto became the prime minister of Pakistan to follow in her father's footsteps (p. 10).

4.) Khaleda Zia[19] married Zia-ur Rahman, a Pakistani captain (Liswood, p. 40). Her husband rose through the ranks and was elected to the presidency of Bangladesh where he founded the Bangladesh Nationalist Party (BNP) (Liswood, p. 40). While her husband was president, he was shot along with two aides in 1981 (p. 40). Zia continued her husband's beliefs in the BNP despite martial law once again in existence (p. 41). She became the vice chair and then the chair of BNP (p. 41). She continued to protest, wanting to end martial law and restore free elections (p. 41). On

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[17] Bandaranaike was educated in a Catholic convent until school age 18 (Liswood, p. 6). She married an Oxford-educated lawyer-politician (Liswood, pp. 6-7). Both came from wealthy landowning families (p. 7). Her husband, Solomon, became prime minister in 1956 but was assassinated in September of 1959 (Liswood, p. 7). Bandaranaike had no intention to enter politics but felt that she was essentially forced into it after her husband was assassinated (Liswood, p. 47). Sirimavo Bandaranaike of Sri Lanka "became the world's first woman prime minister" in 1960 (Liswood, p. 6) after she was asked as a widow to campaign on behalf of her husband's party, the Sri Lanka Freedom Party (SLFP)(p. 7). Her daughter, Chandrika Bandaranaike Kumaratunga, at age 48, became the third prime minister in the family to lead Sri Lanka (p. 8).
[18] Bhutto was born in 1953 to an important landowning Muslin family (Liswood, p. 9). She was educated by Catholic nuns in a convent (p. 9). She was then sent abroad to continue her studies. At Harvard, she received a degree in government (p. 9). With her father's encouragement, she continued on to Oxford to become the first foreign women to be elected president of the Oxford Union (p. 9).
[19] Zia was born August 14, 1945 (Liswood, p. 40). Her education ended at age 15 when she "married a captain in the Pakistani army, Zia-ur Ruhman" (Liswood, p. 40). She had two sons (p. 40).

more than one occasion she was under house arrest (p. 41). When fair elections were restored in 1991, Zia became the prime minister (p. 41).

5.) Mary Robinson,[20] former President of Ireland, was a woman reformer (Liswood, p. 32). When she ran for president the "odds against her were considered to be 100 to 1" (Liswood, p. 32). The other leading candidates were men "sponsored by Ireland's two largest parties" (Liswood, p. 32). She said when she won that it was a great victory for Irish women. Robinson said "'[t]he women of Ireland, instead of rocking the cradle, rocked the system.'" (Liswood, p. 32, quoting Robinson).

6.) Mary Eugenia Charles,[21] former Prime Minister of the Commonwealth of Dominica, became actively involved in politics as a result of the "governing Dominica Labour Party [trying] to limit dissent with a sedition act in 1968" (p. 17). Charles recalled the defining moment when she made her entry into politics. She was in a march to present a petition and the leader of her country came out and said "'we are here to rule and rule we will'" (Liswood, p. 52) and felt his reply was wrong and that a change in leadership was necessary. It took her ten years to change leadership (Liswood, p. 52). Her involvement in politics led her to form her own "political party, the Dominica Freedom Party (DFP)" (Liswood, p. 17). In 1980, the DFP and Charles won the election where she became the prime minister for three terms from 1980-1995 (Liswood, p. 18; Bois, 1998).

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[20] Robinson was born on May 21, 1944 to a "well-off Catholic family" (Liswood, p. 32). Her parents were physicians. Robinson received a degree in French and a law degree. She continued her studies at Harvard for one year in 1968 which was "important in her development, largely because there was so much questioning of social institutions going on there, and in the United States generally, at that time" (Liswood, p. 33). She became the youngest law professor at Trinity College and was also a member of parliament in Ireland for twenty years (Liswood, p. 33).

   She was an intellectual activist whose views were often at odds with those of Ireland's conservative, Catholic-dominated culture (Liswood, p. 32). The presidency had become something of a sinecure for retiring male politicians, whereas Robinson was known as a women reformer (Liswood, p. 32). When Mary Robinson won, she declared her 1990 victory 'a great, great day for Irish women'(Liswood, p. 32). How *did* she win? Three factors seem key: her particular qualities as a human being; her campaign's hard work – she extended the traditional campaign season by many weeks, and traveled all over Ireland in her campaign bus; a bit of luck; the voting system was complicated and rather unusual, giving Robinson the votes of the person third in line to add to her own second-place totals" (Liswood, p. 32).

[21] Charles was one of five children born on May 15, 1919 to a 'well-to-do' Dominican family (Liswood, p. 17). However, her grandparents were former slaves (Bois, ¶ 1). She attended a Catholic school and then obtained a bachelors of law from The University of Toronto (Liswood, p. 17). She also studied in England "at the Inner Temple, Inns of Court" (Liswood, p. 17). She obtained further study in economics at the London School of Economics and finally returned home to be the only practicing female lawyer in the Dominica (Liswood, p. 17). Charles followed her father's belief that "'education was the answer to everything'" (Liswood, p. 17). While prime minister, she "began programs of economic reform and to end government corruption" (Bois, ¶ 4). She was a constitutionalist and many considered her a "brilliant lawyer and savvy politician" (Bois, ¶ 4). Charles, as an anti-communist, encouraged the invasion of Grenada to protect her own island (Liswood, p. 18; Bois, ¶ 4).

1.4.2   Exception: A women who had the drive to be in politics and the opportunity:

7.) Margaret Thatcher[22] was the British prime minister from 1979-1990 (Brill, 1995, p. 158). Prior to that, she was the Conservative Party leader from 1975-1990 (Brill, p. 158). Although she grew up in a family of modest circumstances, that did not prevent Thatcher from succeeding in the political arena. Her leadership and political aspirations began early when "she became the first women president of the Oxford University Conservative Association" (p. 158). She rose quickly through the ranks including after two years of being in Parliament she took a "junior office in the Ministry of pensions in Harold Macmillan's administration…and served as education minister from 1970 to 1974" (p. 158). "Thatcher's politics and political style have come to be known as *Thatcherism"* (Brill, p. 160).

Similar to the majority of examples above, women in the United States have entered politics after the death of their husband. About two thirds of women serving in the U.S. Congress after the suffrage movement did so after the death of their husband and then were appointed by their governors to finish out their husband's term (Liswood, p. 48).

1.4.3   Issue driven reasons to enter politics:

Robinson in her interview with Liswood agreed to an extent with Liswood that many women get involved in politics because of an issue where men see politics as a career (Liswood, pp. 50-51). Robinson stated the women usually get involved in politics "for a reason outside themselves that they want to change" (p. 51). For Brundtland, the reason outside of herself to get involved in politics was the abortion issue (Liswood, p. 51). Liberia-Peters discovered as a women leader that while she was active in the social field prior to entering politics she saw a lot with students,

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[22] Margaret Thatcher was born on October 13, 1925 (Brill, p. 158). She married a wealthy businessman, Denis Thatcher and gave birth to twins, Mark and Carol (Brill, p. 158). She received a degree in chemistry from Oxford University and also earned a law degree (Brill, p. 158). Prior to entering politics, she was an industrial research chemist (Brill, p. 158).

family life, and neighborhoods and the needs out there (p. 51). Liberia-Peters[23] said "'at a certain moment, from your position as teacher and educator, you start to become the ears, and the eyes and the feet of those who cannot work, hear and see… that's the way I walked right into politics'" (Liswood, p. 52). Liberia-Peters realized that although she thought she could get out of politics if she didn't like it, she soon discovered that "once you have stepped into politics, it's a one-way street" (Liswood p. 52).

1.5   HOW WOMEN LEAD

Women tend to lead through a more maternal instinct or with more care and concern than their male counterparts (Belenky, Clinchy, et al., 1997; Gillett-Karam, March 2001). Khaleda Zia, former Prime Minister of Bangladesh, stated that when "there is a woman leader at the helm of affairs, they face it with courage and determination…women work with patience and they need cooperation" (Liswood, p. 40, quoting Zia). Former prime minister of Sri Lanka, Sirimavo Bandaranaike believed that women differ as leaders in that they dealt with matters "'a little more humanely. Men are tough and impatient'" (Liswood, p. 6, quoting Sirimavo Bandaranike).

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[23] Maria Liberia-Peters was born on May 20, 1941 (Liswood, p. 26). She was a former kindergarten teacher and adopted two children with her husband through the Catholic Church (p. 26). She can speak four languages and was educated in Europe (p. 27). She believed her teaching experiences made her aware of the social challenges in her country. She was approached initially to get into politics with a seat on council and rose up through the ranks to finally become the Prime Minister of the Netherlands Antilles in 1984 until 1986 and subsequently again in 1988 when she was the leader of the opposition (p. 27). Her individuality and confidence in herself can be seen in her private life as well when rather than watch the Carnival parade as a prime minister would do in a viewing stand, she chose instead to dance

> in the parade (as she had done for the previous seven years), wearing pink and green lame. She told the *New York Times* that she had 'struggled' with the decision, but 'knew she would not feel happy as a spectator…standing at the side.' Although some people felt her dancing was not appropriate, said the prime minister: 'In the first place I'm Maria, and in the second place I'm prime minister. So I'm going' (Liswood, p. 28).

Michael Genovese who has studied leadership styles and the differences between men and women stated the following:

> 'Males use a hard style of leadership that stresses hierarchy, dominance and order. Women, on the other hand, exercise leadership characterized by a soft style of cooperation, influence and empowerment' (Liswood, p. 77, quoting Michael A. Genovese in *Women as National Leaders,* 24).

Conversely, Suchocka said that although she was almost exclusively surrounded by men when she taught at the university she did not notice a difference in leadership styles. Suchocka also added that in her analysis of the work of Margaret Thatcher, she also saw no difference in styles of leadership (Liswood, p. 78).

Liswood confirmed that Thatcher saw no difference in how men and women lead. Rather, Thatcher reported that she found the "difference instead between 'someone who wants to be in politics and in power because they believe passionately in certain principles' and those whose motives are otherwise" (Liswood, p. 79).

1.6   QUALITIES NEEDED TO GOVERN AND PERSPECTIVES OF LEADERSHIP

1.6.1   Skills desired:

Many skills may be required of a leader. Some skills that may be considered are "a capacity to argue persuasively; powerful analytical insight; a full grasp of how one's political system operates; the ability to arouse feeling; the knowledge of when to call in one's debts" (p. 49). Liswood noted that qualities of personality and character may be secondary for women (p. 49).

But, Fiorina (2006) believed there were three important qualities to lead: character, capability and collaboration (pp. 185, 222, 284).

Monroe said that "[a]n effective leader can't be tentative or apologetic about making plans, setting a direction, or giving orders" (Monroe, p. 189).

The ability to handle criticism is also a critical quality necessary of an effective leader. A leader must learn to "handle criticism—to examine it, value what was true, and discard the rest" (Monroe, p. 189). Monroe said that incidents of criticism toward her over the years made her a stronger person when she learned how to handle criticism effectively. Now, Monroe said that she even recognizes that learning how to handle criticism is not an easy thing to do--she recalled how over time she managed to do it:

> I used to spend a lot of time chewing over criticism and complaints, turning negative comments over and over in my mind. I'm faster now at sifting out the truth, and I move on faster, using my energy to plot new things instead of revisiting the past (Monroe, p 189).

1.6.2   Strategic preparation and understanding the human side of leadership:

Liswood observed after studying fifteen women world leaders that "for a women political leader, part of her preparation must simply mean thinking through what she could be up against" (Liswood, p. 49). Monroe said no matter how hard you plan your given course of action, life is full of surprises (Monroe, p. 187). Sometimes, the "surprises can be hard to take, especially when they come in the form of losses, hurts, disappointments, or tragedies" (Monroe, p. 187). However, Monroe found in her experiences

> that in all the ways that matter, the most worthwhile things in life never really go away. As I sometimes put it, "You cannot lose your good." When it seems you have lost your good, it is because your good has changed form. Your job is to learn to recognize its new shape (Monroe, p. 187).

When dealing with the human side of leadership, Monroe said that getting an education itself cannot adequately prepare you for what you will be up against or how to deal with people—especially in schools (Monroe, p. 171). Monroe felt strongly that if a leader could not outsmart or outthink those that are against her in her mission than the mission was in danger. She recalled from her experiences the following:

> A school leader who is focused on her mission of helping kids is likely to find herself caught off guard by the assault of these [hostile parents, clueless supervisors, and incompetent complainers] negative people. I'm not speaking here of well-intentioned people who happen to disagree with you, but of people who, for whatever reason, are actively interested in impeding your work and who cannot be appealed to on any rational basis. It takes only a few such people to severely disrupt the life of a school.

> If a leader cannot outthink and, when necessary, out-crazy those who try to attack her and her staff, the mission may be imperiled. If the leader backs down or crumbles before an assault, word will quickly spread throughout the school and the community: 'You can get what you want if you threaten or act loud and bad.' Once that perception takes hold, you're in trouble (Monroe, p. 171).

1.6.3 Women as change agents:

Women have also been thought of as "responsive change agents" (Gillett-Karam, ¶ 11). Perhaps when former Nicaraguan President Violeta Chamorro[24] in 1992 expressed her view of how women lead by stating the following she was also discussing how women could be responsive change agents as well:

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[24] Violeta Barrios de Chamorro was born on October 18, 1929 into a wealthy landowning family (Liswood, p. 14). She was sent to the United States to attend school at the Our Lady of the Lake Catholic School for Girls in San Antonio, Texas (p. 14). She also attended Blackstone College in Virginia (p. 14). She did not finish her studies in Virginia because her father died in 1948 (p. 14). She married Pedro Joaquín Chamorro who was also from a wealthy landowning class (p. 15). Chamorro's family was very active for generations in Nicaraguan politics (p. 15). Pedro and Violeta had four children (with a fifth that died). The Chamorro's had a newspaper *La Prensa*. Pedro was at times jailed for his activities and was finally assassinated in 1978 at which time Violeta became the publisher of *La Prensa*. Pedro's death outraged many in the business and professional classes (p. 15). Violeta's adult four children were split over Nicaragua's future with two supporting Sandinista policies while the other two opposed them (p. 15). Violeta was elected to a six-year term as President of Nicaragua in 1990 (p. 14). While in office, she ended the draft and the Sandinista army was reduced (p. 16).

'As you know, certain studies show that women traditionally lead by means of reconciliation, interrelations and persuasion, considering the fact that society has traditionally counted on the women to keep the family together, while men usually lead through control and intimidation. When women entered the fields of politics and business, they brought with them the moral values they had learned from home. These values have shown good results; I dare say they have even shown better results than did the traditional model created by men…There are several ways in which men do not understand women. There is evidence of this everywhere. I think it is time that male leaders look to women leaders as role models. They will find that persuasion brings better results than confrontation. And, finally, they will realize that, when dealing with the nations of the world, reconciliation unites people and allows them to work together for the benefit of all' (Liswood, p. 78, quoting Chamorro, Introduction Speech for International Hall of Fame. Copy provided by President Chamorro's staff).

1.6.4   The psychological approach:

Prunskiene[25] found being a women helped her when she was the Prime Minister of Lithuania because her style of leadership was more 'flexible' than that of a man (Liswood, p. 80). She went on to explain her flexibility in leadership which went directly to her communication style as follows:

'I remember my communication, my dialogue, and it was not one-time dialogue but a continued dialogue, with the president of the [former] Soviet Union, Mr. Gorbachev. I never [indicated that I was] underestimating him, I [indicated that I thought that he was very] important, I showed my understanding of his role even in our matters, but at the same time, trying to present *our* values and *our*

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[25] Kazimiera Prunskiene was Lithuania's former prime minister in 1990-1991 (Liswood, p. 29). She was born on February 26, 1943 "in the village of Vasiuliskiai. World War II-Lithuania was at that time occupied by the Germans" (p. 29). When Prunskiene was one year old, she lost her father leaving her mother to raise three children alone (p. 29). Despite her family circumstances, Prunskiene received a degree in economics from the University of Vilnius in 1965 (where she taught) and a doctorate in her field in the 1980s (p. 29). She was married and had three children (p. 29). She eventually divorced her first husband and remarried in 1989 (p. 29). In 1980, she joined the Lithuanian Communist Party (p. 29). Prunskiene "became a founding member of Sajudis (the Lithuanian Restructuring Movement); it was to become the main pro-independence group in Lithuania" (p. 30). Prunskiene was appointed prime minister in March of 1990 by the Lithuanian parliament (Supreme Council) at the time when President Gorbachev wanted to keep Lithuania a part of the USSR despite his restructuring policies (p. 30). She made efforts to gain independence from the USSR but could not get any assurances from President Gorbachev that the Soviet army would not be used against them (p. 31). Further, she learned that her economic policies were being rejected in her country (p. 31). As a result, she resigned as prime minister. "Nine months later Boris Yeltsin came into power in Moscow, and the USSR recognized the independence of the three Baltic republics" (p. 31).

understanding of the situation. Meanwhile there were certain forces who were inclined to present him as a tyrant, as the one who does damage to our nation. However, I thought that it's useless and even harmful to present him in such a light. I wanted to make him talk with us, to understand our position, and thus, with the help of the Western leaders, too, to achieve our aim' (Liswood, p. 80, quoting Prunskiene).

The approach discussed in the example by Prunskiene has been referred to as the 'psychological' approach wherein "[i]t involves acknowledging the significance of the other individual, trying to understand his or her position, and asking for understanding in turn" (Liswood, p. 80).

Similarly, Liberia-Peters also discussed the psychological way of leadership of women when she referred to her need to have consensus in her leadership (Liswood, p. 80). Liberia-Peters went on to explain by stating:

> 'Because…going back to my background, in psychology and in pedagogics, it is so that you get the best results when you convince the other partner, why we have to meet each other. The other style would be, that you say well, you know, I feel that this should happen and this is going to happen and I expect you all to let this all happen. But if you can convince people why they have to do certain things and why they have to go along with certain things, then their active participation can be longer lasting. And it could be also more; you stimulate…them to be more creative, also, in adding their little grain, you know, of sand to the finding of the solution. So I would continue to try to manage through the consensus style' (Liswood, pp. 80-81, quoting Liberia-Peters).

Robinson's comments echoed the remarks made by Liberia-Peters and Prunskiene when she commented on the difference in leadership styles between men and women as follows:

> 'I think there are broad differences, but it's quite hard to pin them down. I think women instinctively are less hierarchical, and I find that very much at the grassroots level in women's organizations and voluntary organizations here in Ireland that I keep very much in touch with. They're very open and enabling and participatory and they encourage each individual to have a role and an involvement. And I think it's the same when women are – generally- when women are in positions of leadership. It's not as hierarchical, it's not necessarily a question of asserting that a particular women is an individual, as much as trying to influence others to come along a particular path, and trying to harness in a cooperative way the energies of those who are like-minded, whether it's a

political party or in a professional group or whatever it may be' (Liswood, p. 81, quoting Robinson).

1.6.5 Symbolic leadership:

Former president of Ireland, Mary Robinson, used her leadership in a symbolic way. Because the presidency in Ireland is restricted in that a president cannot initiate legislation, give a speech or leave Ireland without prime minister approval, Robinson used "'symbolic' ways to assert her values of tolerance, pluralism and human concern" (Liswood, p. 33). Robinson stated with regard to the language of symbols and ways of communicating:

> 'What I've learned is the importance of symbols – as long as they are grounded in values. This office works on two levels. One is the level of values above politics, for example, offering the hand of friendship to the two communities in Northern Ireland. The other is below the political: meeting small groups concerned with community self-development. Unless I'm in touch at that level, I won't know the symbols. It's important to listen…a phrase you use is appropriate only when you've been listening – in touch with the small print of people's lives.' (Liswood p, 34, quoting Robinson).

1.6.6 Women more detailed oriented:

Brundtland said that when men and women are together in a cabinet meeting the communication styles are different. She noted that women try to use anecdotes to bring clarity to an issue and recalled the following:

> 'in a cabinet meeting itself, the communication is always between men and women. But if you have a group of women sitting alone, it becomes more clear than when they are mixed with men…women are more ready to use personal examples and to couple their principle thinking or political thinking with concrete everyday observations in their own lives and in their neighbours' lives, and that makes the discussions sometimes more concretely based and more substantive, and it adds something to the totality of that discussion. If you don't understand the type of situation that a family in a local community is meeting everyday, then how can you sum up and have a total picture? Every person in a society is a detail,

but the sum of all the details, or the sum of all the people, is how society functions' (Liswood, p. 82, quoting Brundtland).

Charles concurred in part when she said that although she saw no difference in how men and women make decisions she observed women being more "'inclined to…look after the details more than men. Men have the grand vision, and they pass it on to somebody else to put into practice. Women follow the details more, they want to know that it *is* being put into practice'" (Liswood, p. 82, quoting Charles). Charles also explained that women have a grand vision as well but like to know how the decision is going to be implemented where men will pass that responsibility on through other people (Liswood, p. 82).

1.6.7   The life of a leader—loneliness explained:

Monroe (1997) when trying to describe her success as the principal and leader of the Frederick Douglas Academy in New York City said the following:

> the life of a leader is lonely is a cliché not often understood. Leaders have plenty of company--other leaders, bureaucrats, staff, family, and friends--so lonely in the obvious sense is not what is meant. The loneliness of the leader lies in having to think and dream about the work all day, every day, day after day, and then make what you think and dream understandable, palatable, and workable by those who have not thought and dreamed as deeply or as far into the future as you have.

> Most important is that the leader continue not only to believe in the dream and the need to pursue it but also to do the hard brain work of never doubting its importance. Oh, doubts will arise, because of the setbacks and failures that inevitably occur, as well as the intrusive demands of life, time, people, and personal life. But the leader's job is to master those doubts and press on. That is the loneliness that cannot be fully shared with anyone, except God in prayer and contemplation.

> Apart from spiritual strength I derived from conversation with God, two things assisted me in overriding doubt during my fourteen years of leadership. One was the wonderful, hardworking assistants and staff I had. The other was the habit I'd

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developed over time of pursuing my goals with persistence and strength—
something impossible to do without 'rightness of purpose' (Monroe, p. 34).

Fiorina (2006) also briefly mentioned loneliness in her leadership development. She

spoke of how bosses or employees forget to remember that each is a "person" first. She

commented

> [s]ometimes bosses forget to see employees as people, but sometimes it's just as
> hard to see the person in the boss. A boss represents authority and power. Maybe
> you respect the boss, maybe you resent them. The higher up the boss, the more
> people see the position rather than the person. As I rose through the ranks, the
> work would become more challenging and in many ways more rewarding, but the
> higher I climbed, the lonelier it became (p. 57).

Dianne Feinstein, U.S. Senator from California, tried to explain how women in the

political arena must face much of their political life alone which can be lonely. She said

> [i]f you are a woman who is meant to do this, you have to know that it will be a
> solitary road, and often lonely. People think nothing of it when a male politician
> walks into a room holding his wife's hand. In fact, they expect a show of
> solidarity from a political wife. But if I walk into a room holding my husband's
> hand, it's looked upon quite differently. People immediately wonder how much
> influence he has. They'll say my husband's the power behind the throne. After
> too much of that kind of press, my husband pulled back. Now I choose to
> campaign alone. That's okay with me. Historically, our role models have always
> been strong, solitary women. It's what is meant to be (Mikulski et al., 2000, p.
> 109).

1.6.8   Once you have the bug: Leadership addiction!

Once leadership is obtained it is addictive (Monroe, p. 5). Monroe stated that "once you've

experienced the power to suggest changes and see them happen, you want more of it" (p. 5).

1.7   WOMEN INVOLVEMENT IN THE POLITICAL ARENA

1.7.1   How women want viewed in the political area:

In terms of the political arena, Gro Harlem Brundtland,[26] a former prime minister of Norway said that "political feminism starts in political parties, because 'in a political party the ideals of equality and how things should be are part of the process itself. You discuss what a society should be.'" (Liswood, p. 13, quoting Brundtland from Wall Street Journal, May 7, 1987).

Thus, Brundtland said the process itself lends to the discussion of issues where gender is not an issue. Former prime minister of the Commonwealth of Dominica, Mary Eugenia Charles said similar statements as follows:

> 'To me equality is the important thing. I don't want preferences, I don't want to be preferred as a woman. But I want it acknowledged that I am a human being who has the capacity to do what I have to do, and it doesn't matter whether I was born a man or woman. The work will be done that way'(Liswood, p. 17, quoting Eugenia Charles).

Whitman (2005), as the former Governor of New Jersey, also said she has tried to not let gender impact on her ability to lead. She shared an experience as follows:

> As New Jersey's first woman governor, I was often reminded of just how rarewomen in high public office still are in our country when people would ask me, "What's it like to be a woman governor—how is it different?" and I always responded, "I don't know. I've never been a male governor, so I have no basis for comparison." Since my gender isn't something I can do anything about, I have tried to avoid letting it define who I am as a political figure, but the difference is obvious. How that difference has actually affected my career is harder to pin down (p. 199).

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[26] Brundtland was born on April 20, 1939 (Liswood, p. 12). "Her father was a physician who would hold cabinet posts in Labour governments, and both parents were political activitists" (Liswood, p. 12). Her education included going to medical school at Oslo University in 1960 and a master's degree in public health from Harvard with part of her focus on environment studies (p. 12). She held various government posts related to health services and the environment (p. 12).

1.7.2 Legislature evaluation of women:

In terms of how women have been characterized in the legislature, Lyn Kathlene, a political

scientist from Purdue University found

> [i]n her own analysis of the 1989 Colorado House of Representatives, which was
> 33 percent female, ….that:

> 1) men thought differently from men about the origins of crime, and so proposed
>   different kinds of crime bills

> 2) women's bills were more comprehensive and 'innovative' – and generated more
>   opposition

> 3) men and women behaved differently as legislative committee chairs, with women
>   acting more as facilitators and men more as controllers of hearings

> 4) men spoke up 'significantly earlier' in committee hearings, even when men
>   and women legislators were equal in number on committee panels (Liswood, 1995,
>   p. 83).

1.7.3 Long-term process of leadership evaluation:

Gro Harlem Brudtland, a former prime minister of Norway, stated that leadership evaluation is a

long-term process and stated the following:

> 'It's very difficult to evaluate a leader in a very short-term perspective because to
> be a leader you must be able to have a long-term perspective. You must be able
> to carry changes which take many years. And this is why you can really only see
> whether it has been a good leadership after some years have passed' (Liswood, p.
> 11).

1.8   ISSUES WOMEN FOCUS ON IN LEADERSHIP

In the early nineties, a study was published by the Center for the American Woman and Politics (CAWP) located at Rutgers University by Debra Dodson which focused on issues addressed by women lawmakers in the state legislature. In that study, Dodson stated

> 'Women are diverse and some are more likely than others to reshape the policy agenda and work on women's rights bills, but it is clear that, overall, women lawmakers do more to help women than their male colleagues.' (Liswood, 1995, p. xi, quoting Debra Dodson, CAWP)

Based on the review of the survey by Liswood (1995), Liswood noted that "the survey showed that women do reshape the policy agenda through their legislative priorities and their work on women's rights bills." (p. xi)   Liswood found that the study by Dodson was the first quantitative research that was more substantive on what women brought to the table other than focusing on gender balance and roles (p. xii). In Liswood's opinion, the study provided evidence that women do bring change to the government process. Liswood stated that the study found that

> women legislators were more likely than men to bring citizens into the political process, to favour government in public view rather than government behind closed doors, and to be responsive to groups previously denied full access to the policy-making process (pp. xi-xii).

Rhode (2003) noted that "[o]f particular significance are the circumstances and motivations that encourage women leaders to support women's issues." Rhode said that only "some women some of the time" have different leadership priorities than men (p. 21). But, it goes without saying that by having women in public office, there has been "an enormous difference on issues of particular concern to women" (p. 21). Research has also shown that women legislators are more inclined to "support and sponsor initiatives dealing with the interests of women and families and to rank such initiatives among their highest priorities" (p. 21). Rhode

noted that "women leaders generally feel a responsibility to speak out on gender issues that would otherwise remain unacknowledged and unaddressed" (p. 23).

Some examples of issues addressed by women leaders are as follows:

1. Khaleda Zia, former Prime Minister, Bangladesh said her top issues of priority when she became Prime Minister were "population control, mass literacy, compulsory primary education, the alleviation of poverty and rural electrification" (Liswood, 1995, p. 41).

2. Marge Roukema, a Republican congresswoman said she didn't what to be stereotyped with women issues. However, she explained that she "learned very quickly that if the women like me in Congress were not going to attend to some of these family concerns,…then they weren't going to be attended to" (Rhode, 2003, p. 23, quoting Roukema).

3. Lake and Conway (2005) found that in the past, women in politics focused on the "soft issues" such as education, health, and family issues (p. 2). Today, however, Lake and Conway (2005) noted that there are a broader scope of issues being addressed (p. 2) such as focusing on policy issues impacting on retirement and national security (p. 199). The HERS agenda (health, education, retirement, and security) are issues that are now focused on by both male and female politicians (p. 199).

Interestingly, the vast majority of women voters in the United States "ultimately make their voting decisions on the economy, health care, the war, and national security" (Lake & Conway, p. 199).

1.9   WHY SHOULD THERE BE MORE WOMEN IN POLITICS

When Liswood interviewed all of the female leaders about their experiences as a prime minister or president of their country, one of the key reasons noted by the female leaders as to why they should be involved in politics was to address women issues since "it is women who really understand women's issues" (p. 109). United States Senator Kay Bailey Hutchinson had a

similar view when she was asked: "'Does it make a difference that women are part of the process?' [She] says, 'You bet. We bring our life experiences to the table'"(Mikulski et al., 2005, p. 53).

Bandaranaike believed when speaking with Liswood that women are not considered nor are their problems considered (p. 109). Bandaranaike believed there was a supplemental issue as to why women should lead--to address the physical abuse of women which is now "a part of the human rights agenda across the world" (p. 109).

Second, it was noted by the key women leaders in Liswood's interviews that women need to be in politics because "women are better at understanding issues of human support and welfare in general" (Liswood, p. 110).

A third reason expressed by the fifteen women leaders why women should be involved is "their belief that women have a different (not necessarily a better) kind of awareness or intelligence than men" (Liswood, p. 111).

Finally, in a sense of fairness, the women leaders interviewed by Liswood believed that the representation of women in government should reflect in proportion the number of women in the general population (p. 111). Although Norway has been the closest place to try to have equality of women in government as men and more access through their quota system, two female leaders, Liberia-Peters and Thatcher did express their dissent to having a 'quota system' of women representation. Both felt it was best to identify women who are qualified and empower them with confidence so they can do the job and get in based on merit and suitability (pp. 112, 114).

Liswood summarized why it was important to have women leaders as follows:

Simple and basic: women have different points of view, values, experiences, priorities, interests and conditions of life. Theirs are not necessarily better, more noble, more important, but they are theirs.

Any issue carries different prisms, depending upon one's personal worldview. Cuts for kindergartens may mean something different for men than for women. A man may rely upon child-care, but just not know it in the same way that a woman might.

A man can understand and empathize with the woman who tells of her fear to walk outside at night, but he needs to experience the threat, and may not ever be able to do so. During law school, a professor of mine related a story of how Supreme Court justices, dealing with an issue of personal security, were unable to understand what a woman felt during a purse snatching and mugging. Only the one women then on the Supreme Court understood.

Men and women can walk in one another's shoes only partially-the rest is either imagined or not considered at all.

So women must be able to represent themselves.

None of us escapes our background, sex, class, race.

This is, of course, true for the women leaders in [my book *Women World Leaders*].

Despite their similarities, they are not all alike. They hold different religious beliefs, different political beliefs, different orientations towards their still-unique roles as woman leaders. While they are the largest simultaneous group of modern presidents and prime ministers the world has seen to date, most of them have not functioned in an environment where they were surrounded and supported by many other women (p. 131).

Whitman (2005) commented similar to Liswood's response as follows:

While women can be as deeply divided and passionate on issues as men, we tend to be less dogmatic in our approach (although there are some notable exceptions on both sides of the aisle). In searching for workable solutions, having more women in decision-making positions can help temper the rhetoric and advance the search for practical answer (p. 199).

Whitman (2005) went on to say:

> Putting women in office is more than a matter of equity. I believe it's important to have more women involved in politics—and serving in elected office—because women bring a different perspective and a different set of life experiences to their jobs than men. Our way of solving problems can differ from our male counterparts as well. We also tend, I think, to set a different tone in how we work together as a team. I've been told by many people who worked for me over the years that they were impressed that in my offices, people worked together much more collegially than they did in offices run by men. There was less competition to see who got the credit when things went right and who got the blame when things went wrong. Instead, they saw a greater sense of teamwork, where people sought to work with one another in pursuit of larger goals, rather than pursue their own personal goals at the expense of others. I always felt that my responsibility was to find the best person for a job, set out the agenda and goals and let them find creative ways to get there. I was never uncomfortable with the fact that I couldn't know, or do, everything (pp. 220-221).

1.10   ADVICE FROM OTHER SUCCESSFUL WOMEN AND FROM THOSE THAT STUDIED WOMEN

1.10.1 Don't be sensitive:

Margaret Thatcher,[27] former Prime Minister of the United Kingdom of Britain and Northern Ireland, stated that when you govern the following must be kept in mind:

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[27] Thatcher was "the first woman to become head of a modern European government" and was also "Britain's longest-serving prime minister in the twentieth century" (Liswood, p. 37). Thatcher's upbringing played a critical role in her ability to lead. She said her father played the most dominant role her in upbringing (Liswood, p. 37). Thatcher stated that "'We were taught to read the papers and discuss the issues of the day…We only rarely went to a film, and it had to be a good film…Not necessarily a terribly learned one – for example, we did go to see Fred Astaire and Ginger Rogers because [the] dancing was just exquisite – but…you were expected to make your own entertainment…We weren't allowed [children's newspapers] full of the comic strips. Those were not permitted in the house'" (Liswood, p. 37, quoting Thatcher). She also accompanied her father to the courthouse when he was a justice of the peace. As a child, Thatcher was "fascinated by the unfolding legal dramas" (Liswood, p. 38). Thatcher's background include having a degree in chemistry and law. Her father's values and advice included – "thrift, hard work, independence, [and] success" (p. 38). While at Oxford, "she became the president of the Oxford Union Conservative Association. After her graduation, she became a research chemist for a plastics firm, but also began to plan her political future" (Liswood, p. 38). Twice she lost elections for Parliament in 1950 and 1951.

'[t]here's no point in getting too sensitive if you're in politics. What you've got to discern is that what you're doing can be justified by principle, by argument, and [to try] to put it across. That's the important thing' (Liswood, p. 37, quoting Thatcher).

1.10.2 Speak up early:

In the political arena, it appeared to be a successful approach for Thatcher to voice her opinions 'early' in discussions to help set the direction of an agenda (Liswood, p. 83). It has been said that

'Thatcher possessed and expressed strong views, and she always completed her homework, which made her well prepared to argue her case. (Indeed, she often appeared better prepared than her cabinet colleagues.) Typically, she would voice her views at the start of cabinet meetings' (Liswood, p. 83, quoting Sykes, P. (1993) 'Women as National Leaders: Patterns and Prospects', p. 226).

By Thatcher expressing her views early, she was deemed to be effectively exercising her power and gained the respect of other cabinet members (Liswood, pp. 83-84).

1.10.3 Beliefs and involvement important:

1.10.3.1 Political Setting

Getting involved in the process by getting involved in a project is important according to Cresson and Thatcher (Liswood, 1995, p. 121). When one gets involved, sacrifices and time are a given (Liswood, p. 121). Thatcher added that

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However, after marrying Denis Thatcher and having twins (a daughter and son), she bid again for a Parliament position and won that race. Many were impressed by her "speech, hard work, energy and command of statistics" (Liswood, p. 38). Subsequently, she was made the Secretary of Education and in 1979, became the prime minister for the time and had two subsequent victories as well (Liswood, pp. 38-39). Thatcher's goals have been compared to those of former President Ronald Reagan of the United States: "reducing government spending and regulation; lowering taxes for businesses and the better-off; curbing the power of labour unions (whose membership dropped from 50 percent to 35 percent of the labour force during Thatcher's three terms)" (Liswood, p. 39).

'[c]ome into politics…because you believe in certain things. That's the only reason for coming in' (Liswood, 1995, p. 121, quoting Thatcher).

1.10.3.2   Educational Setting

Within the educational system, Monroe found that continued success as a leader depended on her ability to involve her team of educators around her to believe in themselves and to support their creative ideas. Monroe (1997) noted:

> The continued existence and vitality of any organization depends on the leader's ability to evoke, support, and reward innovation. In my experience, organizations can die in two ways:
>
> 1.   when they move away from the core principles of their mission providing excellence and stability (order)
> 2.   when they fail to creatively come up with new ways to make their mission happen—in other words, to innovate
>
> Innovation in this sense is what my years at Taft were all about. I hope I haven't made the changes at Taft High School sound simple and easy. In one way, they were, because most members of our team really did enjoy dreaming up new programs and projects to benefit the kids, and they were delighted to have their creative energies liberated at last.
>
> But on a day-to-day basis, there's no denying that the work was hard. Teaching is never easy, and I was challenging our teachers in ways in which they'd rarely been challenged before. Those who'd formerly hidden behind the chaos in the school and used it as an excuse for not producing had [] their major justification taken away. But we tried to provide those who really wanted to teach with an environment and a program conducive to learning and to creating exciting new programs for making educational magic. And we pursued this goal—a quite, orderly, effective school—through a series of simple steps [which were called *Simple acts that set the State for Innovation*] (see Appendix R) ….With basic order restored, we were ready to begin the magical part of our mission: making Taft an exciting place to learn (Monroe, pp. 157-158).
>
> …
>
> Once you've formulated your ideas for making positive changes happen, to begin implementing those ideas [you] realize that you don't need to have 100 percent of your staff believing in them (p. 159).
>
> …

Next, the leader of change must take every opportunity to communicate and reinforce the new ideas he or she is trying to teach. Use meetings, memos, letters, and constant one-on-one conversations to hammer home the need for change and the benefits it can bring. But always make your appeal on the basis of your organization's mission and the worthiness of the work you share (p. 159).

1.10.4 Know what you want:

Charles said that advice she would give to young women who want to get involved in politics was as follows:

> 'I think they must *know* – they must know their minds. You can't do anything half-hearted in this world. You must know what you *want*. You must know, also *appreciate*, that this is what will do to bring out the results, the goal, that you're looking for. And then you must look for the right way to do it and follow it. And not let *anybody else* interfere with it' (Liswood, 1995, p. 121, quoting Charles).

1.10.5 Find a group of trusted advisors:

1.10.5.1   Political Setting

Suchocka, Cresson, Aquino, and Prunskiene said it was important to pick a group of advisors that you trust to help you lead. "'Without advisors it's impossible to be prime minister'" Suchocka said (Liswood, 1995, p. 122, quoting Suchocka). Cresson added that it is best if you can find people to put on your advisory team that you know extremely well and those that are for the general cause and not for self-interest (Liswood, p. 122).

Aquino added that it is very difficult to choose the right people to help you lead. She said the key ingredients you must look for in the right people were not only those that were honest and competent but also those that had the "ability to work well with others" (Liswood, p. 123). Aquino felt the third quality of working well with others was an absolute necessity because

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without being able to cooperate and work with others, a government's programmes will not be

carried out effectively (Liswood, p. 123).

> Aquino stated most eloquently with reference to selecting key cabinet members:

> 'Well, I thought that the main qualities that I should look for were honesty and competence in government officials. I did not know until later how necessary it was to have a third quality, and that is the ability to work well with others. I mean, you can have a cabinet full of stars, and really the most brilliant people, but if these people cannot relate to each other, or if they cannot be humble enough to accept that perhaps somebody else has a better way of doing it, then you are in trouble. So, if I had to do it all over again, I would look for men and women who have that ability to work well with others, because it's only in that way that you will be able to effectively carry out the government's programmes. Honesty and competence, of course, are two very desirable qualities, but the third quality of cooperating and working with others is also an absolute necessity' (Liswood, 1995, p. 123, quoting Aquino)

1.10.5.2   Business Setting

Fiorina (2006) commented similarly about her experiences as CEO of Hewlett Packard when she

said that "[l]eaders can be made, but not every manager can become a leader. Leaders are

defined by character, capability and collaboration" (p. 222). Fiorina said she had to let go of

those leaders at Hewlett Packard that "could not collaborate effectively" (p. 222). Fiorina added

"[t]here are many competent people, fewer who combine competence and character, and fewer

still who are also able to partner effectively with others" (p. 222).

1.10.5.3   Educational Setting

Monroe (1997) described how having key believers surround her helped her to

become a better leader for the institution by stating:

> No leader can single-handedly make an institution better. The leader can inspire, articulate the dream, monitor and evaluate and tinker with the series of actions that makes the dream happen, but the people actually live the dream and make it real. At Taft, I had the good fortune to be surrounded from the beginning by a small core of believers. They were my assistant principals, a few teachers in every

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department, support staff, and great custodians. They all caught my vision and my seriousness. Improvement at Taft was a long-term dream plan, acted out day to day by ordinary and extraordinary people (Monroe, p. 149).

1.10.6 Engage the media component effectively:

In addition, Cresson and Bhutto said it was important to have on your team members "who know how to work with journalists" (Liswood, 1995, p. 124). Cresson said that you need experienced members on your team that understand the media and how to help the leader portray herself and her message effectively. Cresson said more specifically that:

> 'I will advise her to try to form around her a very serious protection made of people who know well the media and who are ready to spend a lot of time with the journalists to explain what she does or what she wants to do, to get surrounded by a certain number of women, and I will advise her not to work constantly, but also to polish the image she wants to give of herself, and to polish it by frequent encounters with political journalists' (Liswood, p. 124, quoting Cresson).

Cresson continued in her interview with Liswood to provide the following warning to those that are selecting advisors and the media impact:

> 'The game is not what people may think it is at first. And there is also a very big distortion of democracy which is amplified by television through the constant speeches given, not by politicians, but by the ones who comment on politicians; and the true power is in fact in the hands of these people. Someone who is in politics or someone who achieves something thinks that he has to fight against his political opponents, but in fact he has to fight against professional people who do not have to question themselves, who do not take any risks, who are never penalized, who therefore get what is the closest to absolute power' (Liswood, p. 124, quoting Cresson).

Bhutto proffered similar remarks as Cresson did in her experiences as Prime Minister of Pakistan:

> 'In fact, I think that we are on the threshold of a whole new world; the previous world [was an] industrial age…But now we are [part of] of the information age, when images from one part of the world can so quickly and rapidly be transported to another part of the world. Ninety percent of the people believe what they see,

so it's going to be information and the people who are in information who are going to be the real leaders of power and influence the shape of society….The media follows stories which interest it; not all stories are considered interesting, and usually those stories are considered interesting which are scandalous or which are not good…So in the past, while we taught our children – at least I as a child when I was growing up was taught about heroes and historical figures or even contemporary figures who would inspire one forward –today there…seems to be a [reversal] of that rule; an attempt is made to scrutinize and analyze to such an extent that one is not looking for the good qualities in a person; that's not news, goody goody is not news. But scandal is. Ninety percent of the people are not reported. It's only 10 percent of the people who are reported so…90 percent view the remaining 10 percent. And we very much depend on it, on the media people, and that's why I see a shift of power towards those who are in the world of journalism, television, media and the entertainment world' (Liswood, 1995, p. 125, quoting Bhutto).

1.10.7 Engage in reciprocal dialogue and accept responsibility for your decisions:

True dialogue with an understanding of the different publics is critical. One needs to listen effectively to the concerns of its constituents regardless of the organization they are from (Liswood, p . 125). From listening comes understanding of the issues and concerns of the people so that informed decisions can be made (Liswood, p. 126).

However, once everyone is heard, as a leader, you must then try to get consensus and make what you believe is the best decision to be made even if it is an unpopular measure with some groups of people (Liswood, p. 126, in interview with Liberia-Peters). That is a part of leadership…the moment in time comes 'when a leader does what she's there for" (Liswood, p. 126, in interview with Liberia-Peters).

1.10.8 Flexibility:

With any given course of action as a leader, Bhutto said that:

> '[o]ne must be flexible to survive in politics, not rigid, not dogmatic. Yet one must not abandon one's principles, so I would say that flexibility within a framework of one's beliefs and values [is basic]' (Liswood, 1995, p. 127, quoting Bhutto).

1.10.9 Understand the power of communication:

1.10.9.1 Through Symbols

Robinson found that the 'language of symbols' was instrumental in her success as President of Ireland. She recalled that she wanted to influence in her inaugural address especially in Ireland where the President "did not initiate policy or advocate new laws" (Liswood, p. 127). So, Robinson discovered creative ways to communicate to reach the people of her country and surrounding areas.

> She said the following in her interview with Liswood:
>
> 'In the inaugural address, I was trying to envisage the various ways in which I might seek to address an[d] influence. And I remember that I said that I would wish to play a humanitarian role on behalf of the Irish people, because this is a small democracy with its own past history, which can give it an empathy and a closeness linked to developing countries. But in saying that I would like to play a humanitarian role, I had no idea, I had really no idea. I remember saying to myself, what could I do, as a non-executive president?
>
> In fact, it has been possible to play that role in practice, for example, visiting Somalia and being general rapporteur of an inter-regional human rights meeting in Salzburg last January, and in other, smaller ways. But I remember agonizing over how specifically it would happen, and I think it has been true in a lot of other areas. I wanted to link with the extended Irish family around the world; how do you link? You start, apparently, as I learned, with a very modest emblem, a light here in the window of my residence. And by placing that light physically in the window, where it can be seen from the public road, going through the park, and then referring to it – there will always be a light in the window [of the presidential

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residence for the people of the Irish diaspora] – I have somehow focused on a symbol that has traveled all around the world. And when I go to Australia, when I go to New Zealand, the Irish community there knows about that light. So, it's very interesting to recognize the power and potency and communication that there can be through symbols, through language, that touches on values, rather than specifics, of immediate policy' (Liswood, p. 127-128, quoting Robinson).

1.10.9.2 Through Silence

What Aquino learned in the art of communication, "'was not to give unsolicited advice – just keep quite'" (Liswood, 1995, p. 128, quoting Aquino). Robinson also commented that there was room for silence in leadership (Liswood, p. 128). Similarly, Monroe (1997) found that when dealing with students that were irate, she learned to shut up and listen (p. 115). She said "[above all], I learned that if I shut up and listened and let people who were angry or frustrated talk or yell themselves into calm, they would often reveal to me how to help them, even if only as an ear or shoulder" (Monroe, p. 115).

1.10.9.3 Through Humour

Humor is a powerful tool in communication. Robinson, as the former president of Ireland, said there is not only room for silence, but also humour in leadership (Liswood, p. 128). Former CEO of Hewlett-Packard, Carley Fiorina, commented that she learned as a teaching assistant "the power of humor and the impact of storytelling" (Fiorina, 2006, p. 23). Fiorina, while the CEO of Hewlett-Packard said

> [t]here is always something to laugh about, even in the most difficult of times. It's especially important to find the humor in the tough times because laughter helps people manage stress. And when people find something they can laugh about together, they begin to bond (Fiorina, 2006, p. 246).

1.10.10   Feed your soul daily:

It is important to nourish you mind, body, and soul. As a woman, life has many responsibilities including for many women, raising a family. Monroe recalled a reoccurring question posed to her by other women as follows:

> '*Lorraine, as a working wife and mother, how do you manage to do all the things you do without getting worn out or discouraged?*' (Monroe, p. 211, emphasis added)

Monroe devoted an entire chapter to answer the above question, but a portion of her response was as follows:

> As I've gotten older and wiser, I've learned that I need to take care of myself—to "do for myself" –if I hope to take care of and do for others. It took me a while to understand this, because nurturing oneself can be seen as being selfish. But it isn't selfish—it's a simple necessity. You can't give to others what you don't have. To be an example or a model to others of health—of physical and mental vitality—means knowing first how to care for yourself (Monroe, p. 211).

> Here are some of the lessons I've learned about self-nurturing over the years:

> When you are working as a leader, you are in a role that is terribly demanding—physically, emotionally, mentally. It's crucial to have a life outside of your work to save your sanity: a life centered around family, friends, hobbies, or other work.

> You need a confidant away from work, someone with whom you can laugh, shout, and cry. This need for emotional release is something you can't indulge on the job, but satisfying it at home or at play will strengthen you at the times when you must retain your self-control.

> It also helps if you lie with someone who understands what it means to be a leader—who understands why you are preoccupied with your mission. The real leader is always deeply involved in the life of the organization—thinking about new things, rethinking old ones, dreaming, planning, scheming. This happens on weekends, on vacation, early in the morning, and in the middle of the night. The ideal supporter is a person who loves you and understands and accepts this preoccupation as an essential aspect of who you are. And he or she will also know when and how to gently draw you away from thinking about work, when that is what you need the most! (Monroe, pp. 211-212)

1.11   LEADERSHIP DEVELOPMENT PROGRAMS

So, how do women leaders excel in our society? "The majority of leadership experts now believe that 'effective leadership skills can be taught and learned'" (Ebbers, June 2000, Conclusion section, ¶ 5, quoting Bennett & Shayner, 1988 and citing March, 1980; Gardner, 1990; Roueche et al., 1989, p. 288). It has now been recognized that training women to be leaders is the best way to have successful women leaders (Women leaders, Spring 2005, ¶ 1). This new model of leadership focuses on mentoring, encouraging and preparing women to "harness their skills effectively" (Women leaders, ¶ 1). The Simmons School of Management, for example, recognized that women have unique qualities and skills and they want to educate women to become effective leaders regardless of whether it be "in business, government, or the not-for-profit section" (Women leaders, ¶ 7). Further, continued training or on-the-job training for women were also critical for career advancement as noted by Gretchen Goodale (Fromont, 1993, p. 9).

To address women seeking management positions, including senior management positions, women-only management training (WOMT) have been formed (Pepptalk, 1993; Gray, 1994). The history of WOMT is unclear but it is considered a post-modern phenomenon (Gray, 1994, p. 203). Gray (1994) noted that to some degree, her experiences with women-only management training programmes reinforced the status quo rather than focusing on how the presence of women in management can bring about "change in work patterns and within work organizations (p. 204). Goodale also commented that questions have been raised about advancing women and women's career development through single-sex management training but that there was evidence of merit in such programs (Fromont, 1993). Further, women-only training programs support what past evidence has indicated that even at an early age, "girls learn and

grow better in all-female environments," including more positive self-esteem as well as increased involvement and participation in social and leadership activities (Shakeshaft, 1986, p. 500). Moreover, was discussed earlier, Tanton (1994) found that many women indicated that training or teaching environments with men were problematic including jokes, confrontation responses, put-downs, male standards dominating, and being treating like another man (p. 12).

There are a number of programs in different sectors cropping up to address the issues of the under-representation of women and women of color in leadership positions. Some examples include: The Simmens School of Management (Women leaders, ¶ 3), the National Coalition of Girls' Schools (NCGS) (Women leaders, ¶ 2), Leadership Institute for a New Century (LINC)(Ebbers, ¶ 1), Iowa Community College Initiative Consortium program (Ebbers, Conclusions and recommendations section, ¶ 3), National Institute for Leadership Development (Ebbers, Conclusions and recommendations section, ¶ 5); Leadership Foundation Fellows programme (Liswood, p. 94); and The Institute for Women's Leadership implemented a program as well to develop leadership skills in women college students (Institute for Women's Leadership).

1.12   WHY IS IT IMPORTANT TO HAVE LEADERSHIP TRAINING PROGRAMS FOR WOMEN?

In today's global economy, times have changed for women in the 21st century. Only 5% of senior-level executive positions were held by women in the United States at the end of the twentieth century (Suiting themselves, 1999, p. 1). By the year 2010, 48% of the workforce is projected to be comprised of women (Weber, 2004, p. 15). The Employment Policy Foundation reported that almost half of all managerial and professional positions are held by women (Weber,

p. 15).   The trend of women running for political positions also rose as seen in the 2002 gubernatorial race where 21 of 36 races were women candidates—the highest number of women candidates ever (Weber, p. 15). Yet, the status of women in today's society still has a long way to go.

Although women have more access politically, economically and in social contexts, much improvement needs to be made so women can enjoy the same equality as their male counterparts (IWPR Nov. 2004). The number of women in political positions in Pennsylvania is dismal. In 2000, Pennsylvania ranked 48th out of 50 states in the level of women's political participation (Fastnow & Levy, 2001, p. 1). Four years later, women's political participation only improved 1% placing Pennsylvania 47[th][28] (IWPR Nov. 2004). In 2005, women ranked 46th out of 50 states for their participation in the state legislature with 9 women in the senate comprised of 50 members and 25 women in the house out of 203 house seats (CAWP 2005, Pennsylvania). Only three statewide offices have been garnered by women in Pennsylvania: State Treasurer, Auditor General, and most recently Lieutenant Governor (CAWP 2005, Pennsylvania). Only two women have been successful in winning statewide races in recent years: Barbara H. Hafer[29] and Katherine Baker Knoll.[30]   Currently, there is only one woman in a statewide elected office in Pennsylvania – Catherine Baker Knoll (CAWP 2005, Pennsylvania). At the national level, Pennsylvania has never had any representation of women in the United States Senate and currently has only two women in the United States House of Representatives – Melissa Hart[31]

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[28] This statistic excludes the District of Columbia.
[29] Barabara Hafer was the Auditor General from 1989-1997 as a Republican and was also elected as the State Treasurer from 1997-2005. As State Treasurer, she was elected as a Republican, but changed to a Democrat in May of 2004 (CAWP 2005, Pennsylvania).
[30] Catherine Baker Knoll, Democrat, was the State Treasurer from 1989-1997 and then became the Lieutenant Governor in 2003 (CAWP 2005, Pennylvania).
[31] Melissa Hart is a Republican and began her term in the U.S. Congress as a U.S. House of Representative in 2001 (CAWP, 2005, Pennsylvania). Melissa Hart lost her re-election in the November 2006 general election.

and Allyson Schwartz[32] (CAWP 2005, Pennsylvania; CAWP 2005, Women serving in the 109th Congress). In the history of the U.S. House of Representatives, Pennsylvania has only had six women of which three succeeded their deceased husbands[33] (CAWP 2005, Pennsylvania). In addition, Pennsylvania has never had a female governor. Locally, however, women have been more successful. In Pennsylvania, approximately 31% of elected and appointed seats at the local level were filled by women (Fastnow, 2001).

Womens' involvement in leadership positions is imperative if women are going to have a voice. Thus, a better understanding of what women need to be successful in leadership positions is critical. In addition, training programs for women that provide women with empowerment, training, access, and the ability to network is critical to the success of women attaining leadership positions and the voice of the woman being heard. In addition, research supports the notion that "women legislate, vote, debate, and pursue different policy agendas than their male colleagues" [34](Fastnow & Levy, 2001, p. 1). Therefore, although the pipeline theory or mass theory leaks, it goes without saying that you still need more numbers in office so that the voice of the women is collectively strong and able to be voiced. As Norton (2003) commented "[e]lected women cannot help transform leadership opportunities for women across the society unless their numbers increase" (p. 112). One can only hope that if more women were in positions of political power, that the voice of the woman and their issues would be heard more clearly with perhaps different policies been enacted that would be more representative of women and what our society as a whole needs today in our ever-changing fast-paced global economy.

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[32] Allyson Schwartz is a Democrat and began her term in the U.S. Congress as a U.S. House of Representative in 2005 (CAWP, 2005, Pennsylvania).

[33] Kathryn Elizabeth Granahan, Vera Daerr Buchanan and Veronica Grace Boland all won in special elections to fill a vacancy caused by the death of their husbands (CAWP, 2005, Pennsylvania).

[34] Examples provided by Fastnow and Levy included the following: Kathlene 1989, Saint-Germain 1990, Hawkesworth 1990, Thomas 1994, Dodson et al. 1995, Burrell 1994, Tamerius 1993, Levey, Tien, and Aved, n.d..

1.12.1 A study of women in leadership:

The Radcliffe Public Policy Institute, in conjunction with The Boston Club, conducted a one year study on the topic of "women and leadership" (Suiting themselves, p. 1) One key finding from the study on women was that the workplace culture was the most critical factor to determine the effectiveness and comfort level women had in leadership positions (Suiting themselves, p. 1). In addition, the most significant factors found by the study that supported women's entrance into leadership positions were "a positive climate for women, access to high visibility assignments, and being in the right place at the right time" (Suiting themselves, p. 2). Interestingly, the study found that only 16% of the women who responded felt that "'being a women' was a 'very difficult aspect' of leadership" (Suiting themselves, p. 2)

With the shift of women entering into leadership positions, the questions that were once posed to women have changed. Previously, the key question was "'How can women learn to fit the standards set by what have been traditionally male cultures'" (Suiting themselves, p. 5). Now, the question may be "'What can organizations do to ensure that they are fully tapping the entire talent pool for future leaders'" (Suiting themselves, p. 5).

The female respondents in the Radcliffe study said other factors in addition to governmental policies or employee-sponsored mentoring programs were helpful in attaining leadership positions. The respondents felt that the "'unwritten rule' of work, particularly in areas related to access to career-enhancing opportunities" were much more important (Suiting themselves, p. 10). Those surveyed indicated that the following organizational factors were the most beneficial in their leadership development: support from colleagues (87%), support from bosses (86%), access to informal channels of communication (82%), access to key assignments (82%), access to key players in the organization (82%), informal mentoring (70%), and informal

networking (78%). Further, the absence of such factors were found to be the "barriers" to women's leadership---especially the "absence of support from a boss, lack of access to key assignments, and lack of access to informal channels of communication" (Suiting themselves, p. 10).

On the personal side, the respondents felt that the personal factors that also contributed to the success of women obtaining leadership positions were personal drive (90.2%), belief in myself (81%), my spouse or partner (70%), and ability to balance all aspects of my life (68%)(Suiting themselves, p. 11). For a review of some of the advice these women gave to potential women leaders, see Appendix P.

1.12.2 Focus of this study: Anne B. Anstine[35] Excellence in Public Service Series

The focus of this study will be on the Anne B. Anstine Excellence in Public Service Series. The Anstine program according to its Founder, Christine J. Olson, was established in 2001 "to address the under-representation of women in government, politics and public policy by preparing more talented Republican women leaders for decision making positions" (Excellence in Public Service Series).

1.12.2.1   Objectives of program

There are four program objectives for the Anne B. Anstine Excellence in Public Service Series:

- To encourage, mentor and prepare selected women leaders to seek new levels of involvement in government and politics;
- To provide participants access to political and governmental leaders responsible for candidate recruitment and/or appointments;

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[35] Anstine's full name was Anna Mae Baird Anstine (L. Reynolds, personal communication, September 18, 2006).

- To establish an executive bank of highly qualified women who are educated and motivated to assume key roles in public service; and,
- To form an effective statewide political network for women.
  (Excellence in Public Service Series)

1.12.2.2   How program began

The program began with an idea by Christine J. Olson[36] to address the underrepresentation issue of women in politics and the need to have women make a difference by engaging women as decision makers and leaders within the Republican Party and the political process at large. The focus of the program was and is to train women and to give them access (a seat at the table) to help them make the connections necessary to take the next step in their professional and political careers. The idea by Olson to follow other states which had programs started in June of 2001. Olson hired Bernadette Comfort[37] as the Executive Director to spearhead the project. Thus, Comfort became the implementor by taking the ideas of Olson and the Republican National Committee (RNC) and applying it to the Commonwealth of Pennsylvania. (B. Comfort, personal communication, February 1, 2006)

Two months later, the RNC in August of 2001 announced their Winning Women program under the Bush administration. The focus of the Winning Women program was "an initiative of the Republican National Committee to work with and for women" (Winning Women, ¶1) to engage more women as voters, donors, and as leaders within the Party. The Anne B. Anstine Excellence in Public Service Series program for Republican women in Pennsylvania was the first of the national expansion program to engage women into the political

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[36] See Appendix I for Olson's bio.
[37] See Appendix J for Comfort's bio.

process although a few other states had already begun the process a decade earlier[38] (B. Comfort, personal communication, February 1, 2006). As a part of the national movement, "seed money" was given by the RNC for a one year period in the amount of $10,000 to help aid in the development of state programs across the country (B. Comfort, personal communication, February 1, 2006). Today, there are twenty states that have an Excellence in Public Service Series (Winning Women, ¶ 5; Lincoln Series, homepage). The ultimate goal of the Excellence in Public Service Series program is to increase "the number of qualified and competent Republican women in the political arena" (Winning Women, ¶ 5).

Although seed money was given by the RNC to start the program in Pennsylvania, Comfort noted that the 9/11 attacks in September of 2001 very much dampened any potential donor, private or corporate, to worry about training or providing financial support to women to help train them and provide them access into leadership positions when the entire country was in

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[38] Indiana was the first program, known as the Lugar series. This program was named after Senator Richard G. Lugar with the first class beginning in October of 1990 (Richard G. Lugar, ¶ 6). The Lugar Series "had its beginnings in a 1988 political fundraiser for Senator Lugar that was organized by Judy Singleton (Richard G. Lugar, ¶ 1). Senator Lugar would not agree to endorse a leadership program for women until it could be proven that women would get involved politically (B. Comfort, personal communication February 1, 2006). A luncheon comprised of only women was "one of the most successful fundraisers" for Senator Lugar with 475 women attending of which 265 had been "identified as first-time givers" (Richard G. Lugar, ¶ 2). Following this successful event, Singleton recruited Teresa Lubbers, a public relations specialist who previously worked for Senator Lugar as well as Barbara Maves, a former Lugar aid and social services executive to assist in developing and refining a women's leadership program with Senator Lugar (Richard G. Lugar, ¶3). Given the success of the fundraiser, Senator Lugar lent his name to the first women leadership training program for Republican women.

The next group was the Lincoln series organized by Mary Jo Arndt, the Illinois Committeewomen's Roundtable and the Illinois Federation of Republican Women' unit club (Lincoln series, Our mission in About section; B. Comfort, personal communication, February 1 2006) with Alice Phillips as the Chair for the Honorary Governors (Lincoln series, Board of Governors; Lincoln series, Home section) followed by The Christine Todd Whitman Series founded in 1998 in New Jersey (B. Comfort, personal communication, February 1, 2006; Lincoln series, U.S. Excellence Series). The Ohio group began in 2000 which was titled The Jo Ann Davidson Ohio Leadership Institute (Lincoln series, U.S. Excellence series), named after former speaker of the house, Jo Ann Davidson (Comfort, B., personal communication, February 1, 2006). Pennsylvania's program named after Anne B. Anstine, began in 2001 with the first class to start in 2002. Since that time, other states have also begun to have Republican women leadership training programs. Those states that started a program subsequent to Pennsylvania were Kentucky (2002), New Hampshire (2003), California (2004), Delaware (2004), Nebraska (2004), Alaska (2005), South Carolina, Florida, Virginia (2005), Tennessee (2005), Connecticut (2005), Kansas (2005), Minnesota (2005), and Nevada (2005)(Lincoln series, U.S. Excellence Series).

shock with the terrorism that took place and all of the lives lost (B. Comfort, personal communication, February 1, 2006). Support in terms of manpower and finances were focused across the country to help those families with loved ones lost, the city of New York, and all the workers volunteering their time to put our country back on track again (B. Comfort, personal communication, February 1, 2006).

But, despite this setback with sponsorship, the vision that was created and the implementation process developed by Comfort continued forward with the first class to begin the application process in February 2002. The first three classes had the following number of women participants: 2003 (19 participants), 2004 (19 participants), 2005 (20 participants). The class of 2006, after a selection process and final interview process, comprised of only 16 women across the Commonwealth of Pennsylvania.

1.12.2.3 Participants

Participants are selected from all walks of life but include women in the fields of law, government, public relations, government relations, engineering, education, as well as other professions in the public and private sectors. The program focuses on selecting 15-20 women each year to train with an average expenditure to train a participant ranging from $8,000-$10,000. Candidates go through a rigorous selection process and those women selected "have demonstrated through an application and interview that they possess considerable leadership skills and a high level of achievement in their chosen fields of work" (PA Excellence in Public Service Series).

1.12.2.4   Length of program and sister program

Each year, the program begins in September and ends with a graduation in June. Monthly training session locations vary across Pennsylvania and in some instances, in other states. The most common locations for training are Philadelphia, Harrisburg, and Pittsburgh. Other outreach areas for training and networking are Washington, D.C. and New York City (during the week of the Pennsylvania Society events in December). In addition, in 2005, the Anstine Series sponsored a one-day seminar for those women that could not make the commitment for a ten month program. The first program was in 2005 titled "Setting the Stage for Victory in 2006: Women Making a Difference" held in Hershey, Pennsylvania (Setting the stage). The program was only one day, but is was an extension of the main ten month program in an effort to reach more women who have an interest in politics, policy, and who want access to key people and opportunities (B. Comfort, personal communication, February 1, 2006). The intent of the Anstine Series is to continue the one-day program offering every other year if funds are available for such an endeavor.

1.12.2.5   Curriculum

The main 10-month program addresses various aspects of government, policy, and politics including but not limited to:

- The History of the Republican Party
- The Formation of Public Policy and Ethics in Public Service
- The Current Republican Agenda
- Understanding Municipal and Local Government
- The Workings of State Government
- The Constitution for the Basis of Government
- Economic Development and Women in Business in Pennsylvania
- Running a Successful Campaign
- Media Training/The Role of Media in Politics and Government
- Federal Government

- Election law
- Communication 101
- Public Speaking (PA Excellence in Public Service Series)
- Networking and How to Work a Room (researcher as participant, February 2006 session)

The speakers for each session are experts in their field. In addition, each session starts with a dinner/networking opportunity titled "Conversations to Create a Network" (researcher as participant throughout training session, 2005-2006). Other opportunities are created throughout the training program for Anstine women to participate which allows for additional opportunities "to network with key Republican leaders at the local, state and national levels" (PA Excellences in Public Service Series, Curriculum section).

The one day program focuses on similar topics but on a smaller scale including how to run a successful campaign, communication skills, seeking appointments, the art of fundraising, how to network and work a room, and how to get involved politically on other campaigns (Setting the stage).

1.12.2.6   Mentoring component

Since the programs inception, the mentoring component has evolved. "Each participant is matched in a mentoring relationship with a female leader in the world of public policy, politics and/or government" (PA Excellence in Public Service Series, mentoring section). The objective of the mentoring component is to allow participants to have a regular contact person over the course of the program in order for mentors to share with participants "their professional experience and advice, to assist participants in developing both knowledge and skills necessary for success and to introduce participants to a network of individuals in the world of public policy, politics and government" (PA Excellence in Public Service Series, mentoring section).

1.12.2.7   Why was the program named after Anne B. Anstine

The Pennsylvania program was named after Anne B. Anstine. The name of the program was important to reflect the integrity of the program and what it would stand for (B. Comfort, personal communication, February 1, 2006). Anne B. Anstine was known as a trail blazer in the state of Pennsylvania and a pioneer for women issues in politics (B. Comfort, personal communication, February 1, 2006).

1.12.2.8   Who was Anne Baird Anstine[39]

Anne Baird Anstine (formally known as Anna Mae Baird Anstine) was born in Lock Haven, Clinton County, Pennsylvania (Shuster, 1998, E313). After graduating from the public schools in Lock Haven, Anne went to The Pennsylvania State University (Shuster, E313). Subsequently, on September 14, 1944, she married John B. Anstine, Sr. (E. Reynolds[40], personal communication, March 21, 2006). They lived on the Annlick Farm, Mifflintown, in Juniata County, where they raised three children, John B. Anstine, Jr., Elizabeth A. Reynolds, and Rachael A. Diamond (Shuster, E313; E. Reynolds, personal communication, February 17, 2006).

Along with raising three children, Anne worked along side of her husband, John, on their dairy farm (E. Reynolds, personal communication, February 17, 2006). Reynolds, Anne's daughter, stated that although her mother was a very hard worker, she was a fair person, she would listen to her children, and she was a loving person (E. Reynolds, personal communication,

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[39] See Appendix H for Anstine's bio as presented in the handbook provided to each participant the first day of class of the Anstine program.

[40] Elizabeth Reynolds was the oldest of Anstine's children. She was a 1967 graduate of the Pennsylvania State University with a B.S. degree in Home Economics Education. She taught for a couple of years in Yorktown, Virginia. Upon moving to the Washington, D.C area, she worked for the National Republican Congressional Committee for a season and then was hired to work as a Personal Assistant to Congressman Jack F. Kemp. Reynold's held that job for almost five years. She retired from working outside the home to raise three lovely young ladies with her husband, Nicholas S. Reynolds. Reynolds commented that Anstine as a grandmother adored her grandchildren (E. Reynolds, personal communication, September 18, 2006).

February 17, 2006). She was a religious person and was involved in her children's activities and school functions. (E. Reynolds, personal communication, February 17, 2006).

When describing Anne, Reynolds recalled that their home was a "soft household" and that was also how her mom dressed (E. Reynolds, personal communication, February 17, 2006). Reynolds said her mom loved color and always looked nice even though they didn't have a lot of money to buy clothes (E. Reynolds, personal communication, February 17, 2006). Reynolds said her mom had a "softness about her" and "never had an edge" even if she let people know her position (E. Reynolds, personal communication, February 17, 2006)

But, despite being a hard working person and taking care of her family, Anne also had lots of friends (E. Reynolds, personal communication, February 17, 2006). When Reynolds was finishing her secondary schooling and her other siblings were still in school (E. Reynolds, personal communication, February 17, 2006), Anne took on her first public service assignment when she was elected committee person for Juniata County (Shuster, E313; E. Reynolds, personal communication, February 17, 2006). This was the beginning of Anne's very prominent and respected political life. The following are Anne's other positions after she was a state committee member:

- Juniata County Republican Party Vice Chairman
- Juniata County Republican Party Chairman
- Vice Chairman for Citizens for Governor Bill Scranton
- Scheduling Director for numerous campaigns including
  - Congressman John Heinz, U.S. Senate
  - Representative Patricia Crawford, State Treasurer
  - Judge Frank Montemuro, Jr. for Supreme Court
  - Judge Robert Shadle for Superior Court
- Appointed leader of the Republican Delegation to visit Taipei, Taiwan and Hong Kong by Edward We, Minister of Foreign Affairs to Taiwan and Former Ambassador to Bolivice
- At-large delegate to the 1984, 1988, and 1992 Republican National Conventions
- Member, Platform Committee, 1998 National Convention

- Designated by President Ronald Reagan and George Bush to serve on the 1981 and 1989 Pennsylvania Electoral College
- Elected chairman, Northeast Region of the Pennsylvania National Committee
- Served six years as Republican State Committee Vice Chairman
- Executive Assistant to Senator William J. Moore, 33rd Senatorial District, Pennsylvania
- Special Assistant to Speaker of House of Representative, Jack Seltzer
- Special Projects Staff Member, Republican members of Pennsylvania House of Representatives
- Served as Chairman of the Republican State Committee from February 10, 1990 until June 1996.
- Elected National Committeewomen for State of Pennsylvania in June 1996.
- Director of the Pennsylvania Council of Republican Women presiding over Juniata, Huntingdon, and Mifflin counties
- Vice Chairman, Campaign Committee, National Federal of Women, Washington, D.C.
  - Faculty member who traveled throughout country teaching scheduling
- Elected Honorary member of the Juniata County Council of Republican Women (Shuster, 1998, E313)

Because of Anne's distinguished career in public service, she was awarded in 1996 Director Emeritus status with the Pennsylvania Council of Republican Women (Shuster, 1998, E313). Governor Tom Ridge also honored Anne as a Distinguished Daughter of Pennsylvania in November 1996 (Shuster, E313). In addition, Anne served on many boards (Shuster, E313).

Anne was posthumously recognized by the Juniata County Council of Republican Women and the Pennsylvania Council of Republican Women

> for her outstanding leadership in the Republican Party on the national,state and local level, and for her undaunted service with distinction and honor, her overwhelming enthusiasm in said leadership and for her proficient life which all Republican women everywhere can emulate (Shuster, E313).

Anne's daughter, Reynolds, indicated that the only regret that she had for her mother was that she didn't have more years. She passed away at seventy-three (73) and she had so much more to give. Reynolds said her mother "was a very energetic person [who] could just do and do" and she was "a very positive person" (E. Reynolds, personal communication, February 17,

2006). The Anne B. Anstine Excellence in Public Service Series program was and is a way to keep her mother's memory alive (E. Reynolds, personal communication, February 17, 2006).

Reynolds noted that she thought that the program was named after her mother because her mother was so involved in the Republican party and "a lot of people were devoted to her and she had helped so many people" (E. Reynolds, personal communication, February 17, 2006). Reynolds believed that if her mother had any expectations or hopes for the Anne B. Anstine Excellence in Public Service Series it would have been to bring in more women where women have a forum to share their viewpoints. Reynolds felt that if more women were involved who think differently than men that perhaps the world would be run differently (E. Reynolds, personal communication, February 17, 2006).

1.12.2.9 What others have said about Anne B. Anstine

The following accounts are by those who were close to Anstine and knew her well:

Chris Bravacos:[41]

According to Bravacos, Anne B. Anstine was a female leader that was respectful and had moral authority. With regard to being respectful, Bravacos indicated that Anstine was the type of person who would listen to everybody regardless of their agendas. Anstine was savvy enough to evaluate peoples' personalities and had penetrating insights and gave candid responses when people approached her. Bravacos noted that Anstine was a lady from a small county who had no pretenses about her. So, Bravacos ask the question, what was it about Anstine that people

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[41] Chris Bravacos is the President and CEO of The Bravo Group. Bravacos has an extensive background in public affairs and communications. His experiences are vast and wide including playing a significant role with public policy debates and participating in many political victories, some of which were when he was working with Anne B. Anstine. See Appendix K for a detailed account of Bravacos' experiences and background.

wanted to be around her? "Why does she matter?" Anstine was not a person who had control of a lot of votes politically nor did she have tons of money. But, Bravacos said she had moral authority like no other person he had ever met. There was never a question in your mind that Anstine always was sincere in her attempts to do what was right for the Party. No one would ever question her motives and Anstine was forthright in what she felt including whether you could run a race or not.

Bravacos said that Anstine was a lady who saw a lot in her time with the Party and helped bring about a lot of change. Bravocos described Anstine as a "gutsy" woman who saw her duties as obligations no matter what the outcome would be. One example that Bravacos recalled was when Anstine had to fire a chairman in a county and "no one doubted that she would do it if she felt it was necessary for the Party."

Bravacos said that Anstine was a mentor to him and that he missed her greatly. She was according to Bravacos a lady of conviction, passion, and one that had high standards. Bravacos recalled that Anstine told him that she would be the best boss he ever had and of which he concurred.

Bravacos believed that after working closely with Anstine, that perhaps her biggest wins were the deliverance of Tom Ridge as the endorsed Governor candidate in 1994, Rick Santorum defeated Harris Woffard for the U.S. Senate seat in 1994 as well as the "sweep of judicial elections in 1993." The Republican Party had not won judicial races and Anstine helped changed that cycle. Bravacos said if Anstine were living today, she would see that the judicial successes in the Commonwealth and Superior Courts paved the way for her four candidates to now be sitting on the Supreme Court—Thomas G. Saylor, Sandra Schultz Newman, J. Michael Eakin, and Ronald D. Castille. So, Bravacos stated Anstine was a critical player in restoring the

endorsement process and on how to win judicial elections for the Republican party like no other person.

As for women and Anstine's support of women, Bravacos stated that Anstine was not just for women but "for good candidates and good politics." Bravacos' perception was that Anstine was tougher on women because it was a "man's world" and "the double standard was a given." Bravacos said Anstine never complained in the man's world but knew that she and other women would need to work harder "because of how the world is" (C. Bravacos, personal communication, February 10, 2006).

Steve Dunkle:[42]

Before Dunkle met Anstine, he "read accounts of her work within the [Republican] Party" when he was residing in the neighboring county of Mifflin which was adjacent to Juniata County where Anstine resided. Dunkle first met Anstine at a community function in the seventies and when he moved to Harrisburg in 1979 to take a job in the Senate, he had the opportunity to meet her since she worked in the State Senate. Dunkle's close working relationship with Anstine also began in 1979 "after he began his job at State Committee."

Dunkle indicated that if Anstine could be described in three words it would be that she was "untiring, committed, and dedicated." Anstine's reputation was that "of being a hard worker, dedicated, and leaving no stones unturned on behalf of GOP candidates." Anstine's sole agenda according to Dunkle was "to advance the cause of the Party by supporting its

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[42] Steve Dunkle has devoted his entire life to public service, campaign management, and education. He was the youngest person ever to be elected as a County Commissioner and has been involved in may statewide elections including serving as a political director and executive director of the Republican State Party of Pennsylvania. See Appendix L for a more complete bio of Dunkle.

candidates." Anstine was "a classy women [who] oozed class." Her demeanor from "her dress to the way she spoke, you just felt good being around her" Dunkle remarked.

Dunkle stated that Anstine's commitment was her word. When Anstine made a commitment there was no doubt that "she would follow through and carry more than her fair share" of the responsibility. Even when Anstine was still working in the Senate, she would come regularly to the State Committee office to do whatever was needed to help the Party. Her involvement included "actively planning many events, public relations, planning, scheduling, or whatever needed to be done."

Personally, Dunkle noted that Anstine "was someone that you would want to have as a friend." "She was a real gem of a person who had a warm personality." She was very "engaging and would express herself openly."

Dunkle believed that Anstine would have been highly honored that the leadership program was named after her for two reasons. First, Anstine would have been honored because she was the person that was deemed to be the best person to represent the integrity of the program. Second, Dunkle felt that Anstine would have been pleased with the program because its focus was to "advance women." Dunkle believed that this type of recognition for Anstine would be something she would have been delighted about rather than to have something more tangible in her honor such as a plaque or piece of furniture. In part, Dunkle felt that Anstine's commitment to grass roots organizations and her involvement at the local level was her legacy and which goes to the heart of the leadership program. Dunkle said because of Anstine, "untold individuals, especially women were encouraged to become active in politics and government. Her recruits and people she encouraged to become engaged will impact Pennsylvania politics for generations to come."

If Anstine had a message to the women who were selected to be in her leadership program, Dunkle remarked that she would comment similar to the Nike sneaker commercial – "Just do it!" Dunkle believed that Anstine would have been very supportive of those that would have become involved in the political process and that if a woman saw "a need for change, [then she] must assume [her] own destiny."

Upon women graduating from the Anstine program, Dunkle believed that Anstine would hope that these women "would understand the political process with greater understanding and that now they could impact public discourse and mold public opinion by having the necessary tools to impact the political and legislative process" (S. Dunkle, personal communication, February 27, 2006).

Dr. Gerard DelGrippo:[43]

DelGrippo had the opportunity to know Anstine while a high school student and then again in the mid-90's prior to her death in 1997. DelGrippo said that he and Anstine both graduated from high school in 1942 during World War II. DelGrippo recalled that Anstine was "very popular in school." He indicated that Anstine was considered in high regard by many and that she was very involved politically at both the state and national levels. DelGrippo "never heard her belittle anyone" and you would always see her on her cell phone "addressing whatever issues that needed to be addressed." DelGrippo believed that Anstine "held her State Chairmanship very well."

As for what Anstine would say about the leadership program being named after her, he noted that "Antine was the forerunner of the program." Wherever Anstine went, DelGrippo

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[43] Dr. Gerard DelGrippo is a retired physician from Lock Haven. He knew Anstine since they were children and went to school together. DelGrippo has been active in Republican politics for several years. See Appendix M for a more complete bio on DelGrippo.

indicated that "she was highly admired by legislatures and the bulwark." DelGrippo believed that Anstine's message to the women in the leadership program would be for them to "be forthright and not shy or bashful about speaking their peace." In addition, he believed that Anstine would state "there is a place for them [women] and they should be heard." The women in the program should "express themselves without hesitation."

DelGrippo did not believe that Anstine was treated any differently than her male counterparts while working in Harrisburg. Rather, he believed that many legislators "asked her opinion on many things." As for Anstine's greatest accomplishment, DelGrippo thought that her most professional accomplishment was "to keep the Republican Party together and to see the entire Party move ahead" (G. DelGrippo, personal communication, February 27, 2006).

Elsie Hillman:[44]

Hillman and Anstine were very close friends. They both traveled a lot together as they were working on political campaigns such as the Heinz senatorial campaign and the Bush presidential campaign. Hillman described Anstine as a very hardworking and committed person yet a person who was also focused on her family obligations. Hillman indicated that although Anstine was very serious about her work, she also had "a wonderful sense of humor" and "brought things to light."

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[44] Elsie Hillman served as Republican National Committeewoman from Pennsylvania from 1975 to 1996. She served on the Republican State Committee's Leadership Committee from 1974 to 1996. Prior to serving on the State and National party committee's Elsie Hillman was one of the first women elected to chair an Urban County Republican Committee when she served as County Chairman of the Allegheny County Republican Committee from 1967 to 1970. Elsie Hillman chaired several statewide campaigns for Republican leaders including former Senator John Heinz, Governor's Dick Thornburgh, Tom Ridge, Senator Arlen Specter and former President George H.W. Bush. See Appendix N for Mrs. Hillman's personal bio, political bio, and her speech given to the Republican State Committee in 1996.

Hillman was the National Committeewoman for Pennsylvania and was elected to that position in 1975. In 1996, when Hillman retired, she asked Anstine to take her place. Hillman said the leadership program was named after Anstine because Anstine accomplished a lot as the State Chairman for the Republican Party. Hillman believed that Anstine was the "right person, right name, right role to have in the history of the Party in Pennsylvania." Regardless of Anstine's position on issues, she never let that get in the way of finding qualified candidates or her dealings with the Republican Party. One key component of Anstine's character according to Hillman was that "no one doubted Anne…that is, if she said she could do it…she would."

Hillman noted that if Anstine had a message to the women who have been selected in the leadership program it would be the following:

- If you decide to go the route of political government involvement, think of yourself as a public servant. Be honest with yourself and everyone else and work very hard.

- You have to understand different points of view and you need to compromise as a necessary component of your success.

- Trustworthiness and honesty are key.

Hillman said that Anstine was a "wonderful companion who was fun to be around." Hillman said they were "both committed, worked hard at what you did and corroborated with each other."

Although the program for the study is about women leadership, Hillman said that Anstine was not just for women, she was "for the Party" and that "she wanted committed, energetic and qualified candidates regardless of gender being a factor" (E. Hillman, personal communication, February 27, 2006).

Bob Asher:[45]

Asher and Anstine were known to many in the political arena as the "A team." A pin designates this and those pins were given to many to demonstrate the ability of both Asher and Anstine to work collaboratively to get things done for the Republican Party and for Republican politics.

Asher described his relationship with Anstine as the "sister he never had." He indicated there was a chemistry between them from the time they met until he last saw her two days before she died at her bedside. Their common love was the Republican Party.

Asher described Anstine as a "tough minded leader." He met her when she "worked on the hill" or in Harrisburg at the Capitol. He picked her to be his Vice Chair for the Republican Committee because he wanted someone from a rural area and there was no question in his mind that she was the obvious choice. Their collaboration as the Chair and Vice Chair of the Republican Party was memorialized with the "A team" pin.

Asher said that Anstine was a "total lady" from acting like a lady to having high principles. But, Asher said with a twinkle in his eye, that despite her distinction and class she was "tough as nails." She would speak her mind to what she believed was right regardless of what others thought. Asher described Anstine as not only his sister and Vice Chair, but "his conscious"--the person who kept the focus for Asher as the Chair.

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[45] Bob Asher has been very active in politics in Pennsylvania including with the State Chairman of the Republican State Committee and is currently the Republican National Committeeman for Pennsylvania. He and Anstine worked very closely within the Republican Party when Asher was the Chairman and selected Anstine as the Vice Chairman. The "A-team" designation for Asher and Anstine was a team that was well recognized and respected within Pennsylvania politics. Aside from his involvement in politics, Asher is the Co-Chairman of a 4th generation candy company, Asher's Chocolates, known nationally and internationally. See Appendix O for a more complete bio on Bob Asher.

Anstine was in Asher's opinion the "soul of the Party who stood for total integrity both personally and intellectually." She was not judgmental but practiced what she preached. She conducted herself with not might but persuasion with a focus on the principles.

Asher believed that some of the key successes for Anstine during her tenure were the judicial races because they were Democratic and she wanted to see change in that arena. In addition, Anstine was a major player in getting Tom Ridge elected. Further, the by-laws were changed with Asher and Anstine to add every chairman as a state committee person.

But despite her sense of integrity, her classy nature, and her love of the Republican Party, Asher said that Anstine had another side of her that balanced it all. She had a great sense of humor and a little grin that added the final ingredient to her complete package of greatness.

Anstine was a women that was revered and Asher loved Anstine who he referred to as 'Annie.' The respect he had for her emanates when he speaks of her and "he would have done anything for her."

Asher believed that the leadership training program was named after Anstine because she was truly the first women of power in the Commonwealth where she exuded energy and a sense of accomplishment. He smiled when asked what 'Annie' would say about the leadership training program for women and said Anstine would have "looked at him and Christine Olson, the Founder of the Pennsylvania program, and then said 'It's about time…'"

2.0   METHODOLOGY

2.1   BACKGROUND INFORMATION

The Anne B. Anstine Excellence in Public Service Series leadership program for Republican women in Pennsylvania provides a vehicle for women to enter the political process albeit in government, politics, or public policy.

The program aims to address the development of leadership qualities in women including enhanced involvement and understanding of the political process. In addition, the program provides for networking opportunities, formally and informally, for women to be continually involved, to help each other and to be informed. Such a program provides the necessary tools for women to forge into the political arena with the confidence, power, and voice necessary to make a difference.

2.2   STATEMENT OF PROBLEM

How does the Anne B. Anstine Excellence in Public Service Series, a leadership program for Republican women, provide a learning environment where women can enhance their voice, their networking capacities, and their levels of expectations for themselves and of the program.

2.3   RESEARCH QUESTIONS

As related to the statement of problem, the following research questions were proposed as the focus of this study:

1.   How did the Executive Director of the Anne B. Anstine Excellence in Public Service Series organize and identify the agenda to be emphasized throughout the ten (10) meetings?

2.   What areas were emphasized within the Anne B. Anstine Excellence in Public Service Series during the ten (10) monthly meetings?

3.   How did the program enhance each participant's voice, networking skills, and their expectation of themselves and of the program?

2.4   PROCEDURES

The organization of the study was as follows:

2.4.1   Executive Director Involvement:

Initially, the study focused on an interview with the Executive Director of the Anstine program with six key questions:

1. How and why were the courses and speakers selected for the 2006 Anstine Program?

2. How were the participants, if at all, involved in shaping the course outline for the 2005-2006 class?

3. How and why were the program locations selected?

4. What procedures were used to enable each participant to develop goals they intended to emphasize through their participation in the program?

5. To what extent did you observe that the goals selected by the participants were in fact the driving force of their participation in the program?

6. Why did you believe that the program you designed would enhance the participant's voice, increase the participant's networking opportunities, and raise their expectation levels of themselves and of the program?

In Chapter III, a summary of the responses provided by the Executive Director were done in terms of the questions asked and also in terms of a participants voice, networking, and expectations of self and of the program (see Section 3.2, Chapter III).

2.4.2   Researcher Involvement:

Second, the researcher summarized and documented the program events for each month. The Executive Director reviewed the program description and analysis of the program of the researcher to verify its accuracy (see Section 3.3, Part I, Chapter III).

Third, the researcher documented her reflections in ten separate events and asked the Executive Director for her feedback of the researcher's reflections of the experience. The feedback provided by the Executive Director to the researcher with corrections such as typographical errors or clarification was modified to recognize such changes (see Section 3.3, Part II, Chapter III).

2.4.3　Participant Involvement:

Fourth, a review of the individual participant responses to their experiences was done and was evaluated in terms of their voice, networking capacities, and expectations of themselves and of the program.　Each participant in the program signed a consent to participant. Of the fifteen women in the program (not including the researcher), twelve responded to a questionnaire that had eight open-ended questions to complete. Follow-up phone calls were necessary to determine who had the time to complete the questionnaire in the time requested.　The researcher evaluated these questionnaires by analyzing each question individually with all questions one, two, three, etc. grouped together to compare responses to each question. Once the researcher categorized responses of the participants based on the question, a summary was done that addressed the areas of focus: voice, networking, and expectations of self/program (see Section 3.4, Chapter III). Although it was anticipated by this researcher that a comparison would be done with the questionnaires to the initial applications and the final evaluations in the program, that was not possible because the final evaluations were not available to be reviewed.　However, the researcher did review the initial applications to get some background information on the participants in the program.

The questions posed to the participants in the 2005-2006 Anstine class were as follows:

1. What motivated you to apply to the Anne B. Anstine Excellence in Public Service Series?

2. What were your expectations of the program prior to the first class meeting?

3. What are your opinions of the program now that you have graduated?

4. What were your expectations of yourself in terms of where you saw

   yourself within the political process and your involvement when you

   submitted your application to be considered for the program?

5. How did your expectations of yourself change within the political

   process because of your involvement in the program?

6. How would you say your voice changed from the time you entered the

   program to when you graduated from the program?

7. How would you say the program offered networking opportunities to you?

8. How did you engage in such networking opportunities?

At the end of Chapter III, the researcher took the summaries of the experiences of the Executive Director, the researcher, and the participants and did an analysis of each. Such analysis was categorized based on the three research questions (see Section 3.5, Chapter III).

2.5   OPERATIONAL DEFINITIONS

2.5.1   Expectation

In this study, expectation was two prong:

First, expectation in terms of *self* refers to each participant's preconceived ideas of their involvement in the political process and the Anstine program as well as how their expectations changed over the course of the program or upon graduation (as referenced in the questionnaire process).

Second, expectations in terms of the *program* refers to how the participants viewed what they would receive from the program and how those expectations changed over the course of the program or upon graduation (as referenced in the questionnaire process).

2.5.2 Leadership

Leadership in this study was a broad term to describe ones ability to influence others whether it is in a position of power or informally where a person can influence events or people albeit in a work situation, the community, the family, or through volunteerism. A leader is also able to influence those around her in order to ensure the accomplishment of the goals or objectives she has set for herself or those which the program has set. However, since no one formal leadership definition is widely accepted, aspects of leadership should be recognized as noted by Beyer-Houda and Ruhl-Smith (1995) as follows:

> With changes in the work/educational environment, there has been a growing realization that a successful organization must be lead by one who can choose 'purposes and vision based on key values of the work force and…can move followers to higher degrees of consciousness, such as liberty, freedom, justice, and self-actualization' (Bennis & Nanus, 1985)(p. 42).

2.5.3 Networking

In this study, networking refers to opportunities to make connections with other people either within the ten (10) training program meetings or in locations where the participants were provided access to participate. In addition, networking is further expanded to include the opportunity to use the program name and program experiences to further enhance a participant's status to allow participants to meet others and for the engagement of conversation with others within a political setting or in a separate outside context.

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2.5.4   Political office

In this study, political office will include any office held by a person where the

citizens need to elect the person by a democratic vote.

2.5.5   Program design

A program design in this dissertation will be the plan or outline in terms of the temporal,

conceptual, active participation, and evaluative procedures within the Anne B. Anstine

Excellence in Public Service Series.

The temporal nature of the plan refers to the ten monthly meetings that took place for the

class of 2005-2006 beginning in September 2005 and ending in June of 2006.

The conceptual nature of the program focused on three components: the voice of the

participants, the expectations of the participants in terms of themselves and of the program, and

networking opportunities provided to the participants and their engagement of the same.

The active participation during the meetings came mostly in terms of the

researcher/participants review of the ten month program as well as the researcher/participants

reflections of such meetings. Additional participation within the meetings by the participants

and heightened involvement in the political process was further espoused from the answers to the

questionnaires given to the 2005-2006 participants in the program.

The resource people brought to the meetings over the course of the ten meetings

provided an additional framework of the topics emphasized and how such focus areas enhanced

the voice of the women, her expectations of herself and of the program, and of her networking

capacities. Discussions of resource people or instructors/trainers can be found in Section 3.4, Chapter III under researcher experiences and reflections.

The evaluations of the program completed by the participants after the graduation in June of 2006 were not used as anticipated by the researcher because they were not available to be studied. Therefore, there is no comparison or contrast from the initial application to the final evaluation in the program for each participant or as compared to the questionnaires completed.

2.5.6   Voice

In this study, voice refers to the ability of each participant to express herself openly and to share her thoughts, skills, knowledge, concerns, and needs. Voice also means that each participant is allowed to acquire meaning by asking questions, to reflect, share experiences, and engage in reciprocal dialogue.

In addition, '*developing a woman's presence*' adds to the component of voice. In the words of Tanton (1994), "[p]resence does not only mean being bodily present, it also indicates position, acceptability, importance, rank, bearing, [and] self-command" (p.7).

2.6   LIMITATIONS OF STUDY

Perhaps the most visible bias in the study is that I as the observer and reviewer of the data, was also a participant in the 2005-2006 Anne B. Anstine Excellence in Public Service Series 10-month leadership training program. I was one of sixteen participants in the 2005-2006 class. The graduates of the 2006 class are one of four classes that have completed the Anstine Series. To

date, seventy-four (74) women have graduated from the program across the Commonwealth of Pennsylvania over a four year period. However, such researcher bias as may be viewed to skew the analysis of data also has many benefits including a deeper understanding of the program set-up, organization, experiences, and outcomes. As such, any bias as a participant is outweighed by the benefits of the deeper insights into the program and how it can assist in preparing school leaders—as I am a participant in this program as well.

To protect from any bias of the researcher, the Executive Director reviewed the researchers discussion of the program as well as the researchers reflections and experiences of the program in order to protect the integrity of the program. To protect each participant's involvement in the program, each participant was contacted to review what has been written in terms of their involvement to allow for and identify any changes that need to be made to accurately represent each participant's point of view including placing their actual questionnaires in Appendix D of this dissertation. No corrections were requested by participants for this study.

2.7   PREVIEW OF CHAPTER III

Chapter III consists of the data from the interview with the Executive Director, the documentation used from the program, the answers from the questions posed to each participant as it relates to the program of study. Further, Chapter III includes an analysis of the program. In essence, Chapter III is a story in narrative form of the program provided by input from the Executive Director, the researcher, and the participants from the class of 2005-2006. The research questions became the structural organizer of Chapter III. For example, the information provided from the initial interview with the Executive Director was organized in Section 3.2 of

Chapter III under the first research question. A summary of the interview with the Executive Director was provided under the first research question but categorized by the questions posed to the Executive Director in the interview. The summary of the responses by the Executive Director provide a framework for how the program was designed including the topics selected. The summary of the interview of the Executive Director also provides for the overall rationale for the organization of the program and what procedures would be used throughout the program to manage the Anne B. Anstine Excellence in Public Service Series training program. Similar summaries of the researchers and participants experiences are provided in Section 3.3 and Section 3.4 in Chapter III, respectively. In Section 3.5 of Chapter III, an analysis of all three research questions was done based on the summaries as provided in Sections 3.2, 3.3, and 3.4 of Chapter III.

2.8   PREVIEW OF CHAPTER IV

Chapter IV provides a summary of the results obtained through the various procedures implemented throughout the ten (10) month program, a conclusion, and the implications for policy, practice, and future research including suggestions to how programs could be designed differently to prepare women for leadership roles.

3.0 PRESENTATION OF DATA SUMMARIES, REFLECTIONS, AND ANALYSIS

3.1 FRAMEWORK FOR THE PRESENTATION OF DATA

The structure of this chapter will be in terms of the research questions. A summary will be provided for the research questions and references will be made to the appendices regarding the data collected:

1. How did the Executive Director of the Anne B. Anstine Excellence in Public Service Series organize and identify the agenda to be emphasized throughout the ten (10) monthly meetings? (Section 3.2)
2. What areas were emphasized within the Anne B. Anstine Excellence in Public Service Series during the ten (10) monthly meetings? (Section 3.3)
3. How did the program enhance each participant's voice, networking skills, and their expectation of themselves and of the program? (Section 3.4)

Then, an analysis of the data will be revisited in section 3.5.

Table 2 Chapter III: Framework of Research Questions and Analysis

Table 2 :Chapter III: Framework of Research Questions and Analysis		
Research Question 1	Section 3.2, Chapter III, p. 139	Interview with Executive Director
Research Question 2	Section 3.3, Chapter III, p. 150	Areas of Emphasis in Program: Researcher Overview of Program and Reflections/Experiences
Research Question 3	Section 3.4, Chapter III, p. 195	Program Impact on Participants: Expectations, Voice and Networking (participant questionnaires)
Analysis of Data	Section 3.5, Chapter III, p. 226	Summary/Analysis

3.2   INTERVIEW WITH EXECUTIVE DIRECTOR

The interview with the Executive Director, Bernadette Comfort, took place on November 13, 2006. The overarching research question that was the premise of the interview was:

> **How did the Executive Director of the Anne B. Anstine Excellence in Public Service Series organize and identify the agenda to be emphasized throughout the ten (10) monthly meetings?**

The questions posed to Comfort to help answer the above research question were as follows:

1. How and why were the courses and speakers selected for the 2006 Anstine program?
2. How were the participants, if at all, involved in shaping the course outline for the 2005-2006 class?
3. How and why were the program locations selected?
4. What procedures were used to enable each participant to develop goals they intended to emphasize through their participation in the program?
5. To what extent did you observe that the goals selected by the participants were in fact the driving force of their participation in the program?
6. Why did you believe that the program you designed would enhance the participant's voice, increase the participant's networking opportunities, and raise their expectation levels of themselves and of the program?

(See Appendix A)

The complete interview was transcribed. Side comments and conversation not related to the questions were the only pieces of information omitted because they were not applicable or relevant to the questions above. Comfort reviewed the interview and noted that it appeared accurate other than grammatically it could be better phrased. This researcher chose to keep it in the format as provided in Appendix B in order to keep the integrity of the interview in tact.

Each answer provided by Comfort on November 13, 2006 to the above six questions are summarized as follows with quotes take from the interview to capture the essence of the program as created by Comfort:

3.2.1 How and why were the courses and speakers selected for the 2006 Anstine program?

Comfort said the approach taken was "entrepreneurial." Although there were other programs that started prior to the Anstine program, Comfort said that one of the overriding goals of the program was to create a "statewide network" which many doubted was possible but that Comfort and Olson were determined to see happen. Since the inception of the program, Comfort and Olson knew that everything had to be top notch and professional. They also knew they had to be open to possibly changing topics or speakers as dictated by the program. Since Pennsylvania was the 5th state to create a leadership training program for women, it relied in part on the founders of the program. Comfort went to the various states observing some of their sessions and reviewing the curriculums. Comfort noted that all four states that had programs had varied curriculums. Based on the information acquired from the four previous series (Lugar, Lincoln, Whitman, and Davidson), her background in political science and education, and her experiences, she developed a curriculum for the Anstine series in Pennsylvania which is a little longer than what was provided in other states. Comfort commented that the curriculum was designed to be comprehensive enough to allow each woman participant the ability to meet individual goals including those who wanted to seek office to an appointment to those merely wanting more involvement in the political process including party leadership roles. Comfort called her curriculum a "soup to nuts" curriculum. She remarked that the 2006 curriculum provided to the participants in this study was "an evolution of the initial curriculum" created for the Anstine program (see Appendix E for the training session schedule for the 2005-2006 class).

Topics: The majority of topics selected for the first year (2001-2002) are the same for the class of 2006 with changes made based on participant evaluations, what worked well, and what didn't. In addition, certain topics have been grouped differently. One example was that Comfort changed the month that fundraising was addressed. She believed based on the notion "money and power go hand in hand" that fundraising should be grouped with election law and how to work a room/networking. In addition, leadership development with dress for success techniques was added since the first year. The local government section added a component for school boards. Further, an alumni panel is now possible since the program has been in existence for five years which would not have been possible in the first two years. Comfort believed about 85% of the curriculum is the same since the inception of the program with the other 15% changing to address areas or needs as the program evolved.

Speakers: One of the first criteria for all speakers except for those in the federal government section was for each to be from Pennsylvania. Comfort said that she was committed to finding Pennsylvanians as the speakers because

> it goes to the heart of the program of creating the network for these women so that their trainers and speakers become people that they can contact as well and seek out as mentors, advisors, etc. (B. Comfort, personal communication, November 13, 2006, see Appendix B).

Comfort commented that speakers stay based on the evaluations from the program and how well their presentations work for the program. Some speakers change as a result of the natural process of politics with new leaders coming into positions of power previously held by others. One trainer that Comfort noted will stay until she stops doing what she does is Mark Weaver.

Comfort said he was a fabulous trainer and always received high ratings. *Theory of Comfort for topics and speakers:* Comfort said if something is working well or is not broken, she won't fix it. If someone is not working well with the program as a trainer or speaker, that person will not be invited back in subsequent years. But, there are many people that come back each year Comfort noted. For training sessions, Comfort said she is always tweaking the program to try to make it the best it can be.

3.2.2   How were the participants, if at all, involved in shaping the course outline for the 2005-2006 class?

Comfort said that "the biggest way the participants are involved in shaping the program is shaping it for future years." The evaluations completed by the participants help Comfort to examine if there is something missing or something needs added to a broader topic in the curriculum.

One thing added as a component of the class that helps trainers for their session topic is that participants are encouraged to submit questions in advance of the session. Questions submitted are then provided to the instructor so that he or she is apprised of areas of interest of the participants. Comfort said that this technique of providing questions to the speaker in advance "helps que the speaker of what the audience participants want to know about a particular topic" and "helped for the program to be more pointed to the class participants expectations."

Comfort clarified for this researcher that the group topics that were selected in the first session were not for the broad topics selected for this curriculum but rather to help narrow the group goals and objectives for their training in the program. Comfort said she has found that the goals and objectives of a particular class have fallen "within the parameters of the broad categories of the curriculum." The goals and objectives established by the class and individually Comfort said helps participants to be clearer in what sessions will help them to focus on that goal.

3.2.3   How and why were the program locations selected?

The majority of locations were selected on the premise that Comfort and Olson wanted to have a statewide program. The idea of trying to make it "equitable" as can feasibly be done was taken

into consideration as well as where corporate sponsors were available to provide a meeting place and food. So, where the program sessions took place was based on "infrastructure and travel" including areas where someone has the option to fly. Two locations that are set based on other events are the sessions that occur in Washington, D.C. and New York. Pennsylvania participates in the federal government aspect of the program in Washington, D.C. at the same time as the other states that have leadership training programs for women. The session in New York in December occurs during the week of the Pennsylvania Society events. The January training session has been placed in Harrisburg because of the topic in state government and you want to be at the Capitol when you are learning about state government. Locations in Pennsylvania have included Pittsburgh, Philadelphia, Harrisburg, and Lehigh Valley. Erie to date has not been a location for a session because it is expensive to fly into Erie and no corporate sponsor has been made available in that area.

3.2.4 What procedures were used to enable each participant to develop goals they intended to emphasize through their participation in the program?

In the first two years of the program, Comfort said that participants did not identify group goals and individual goals in the first session. Comfort said this exercise evolved as a result of Pamela Varkony's session where she discussed goal setting with the class and how to prepare for the upcoming months in the training sessions. Comfort said in the third year of the program the group developed the top five class goals and three individual goals with each participant evaluating mid-term where they were with their goals and reflecting upon as to what goals were completed, not done or not addressed. For some goals, Comfort said they are evolutional such as networking which is ongoing.

One area that Comfort would like to continue to develop is more one on one with each participant half way through the program to see where each person is with their goals and their development. Comfort believes that even though many participants are still developing as leaders that some may not be as vocal or willing to speak out in a group setting and a personal contact individually with them may help to bridge that gap. Comfort tried to describe the Anstine program with the top notch women like going from high school to college. That is, you may have been a very smart kid in high school but in college everyone appears smart. Similarly, the program allows for top notch women to come together and it can sometimes be daunting because you realize that there are many talented women across the state and not just from your geographical area.

3.2.5 To what extent did you observe that the goals selected by the participants were in fact the driving force of their participation in the program?

There has been no formal charting or tracking of each participant's goals. However, Comfort acknowledged that she probably should. But, Comfort said she probably knew "at least fifty percent of people's goals" based on anecdotal and informal conversations with participants in the

class and even after they graduate. Comfort said that participants in various classes call her or e-mail her. Comfort said the entire process of goals, objectives, and mapping your future in some tangible way has been on her mind for some time but the best way to do it is not clear to incorporate into the program. Comfort said that if a person was to hire someone privately it would be very expensive. The additional expense of adding this component at this point in the training program is cost prohibitive since it was hard to raise money for the program with the way campaigns are costing more money and the need to constantly be raising money for campaigns.

Generally speaking, Comfort said that there were several women who came into the program because "they wanted to learn enough, learn the process, and create the network." Comfort provided a graduate of the program as an example. Lisa Baker, an alumna of the program, has been in government for years but still felt she didn't have the network or the knowledge to run an effective campaign for State Senator. Since her involvement in the program, she did run for State Senate and won in 2006. Another example of a specific goal was one alumna wanting to learn how to be appointed to a state board of physical therapy which she also accomplished after taking the leadership program. But, for some, Comfort said "they are trying to define their goals or define themselves in some way within the political world." Comfort remarked that some find this out by going through the program.

3.2.6 Why did you believe that the program you designed would enhance the participant's voice, increase the participant's networking opportunities, and raise their expectation levels of themselves and of the program?

Voice: Although Comfort never couched a person's "voice" as a developmental tool she stated that she can see that now. Her response in part was

> I never thought of it in terms of a participant's voice but now I can see it. I called it more about enhancing someone's self empowerment. It seemed in this world of politics, giving them some self-esteem and self-confidence to be able to participate as a leader within this political arena. I believe in order to be empowered, knowledge is power. I believe in designing the curriculum in such a way that it was so comprehensive—too basic for some people coming in terms of some topics….But, we knew if we did a broad enough curriculum, we would be able to engage people and keep people's interest. We believe if we gave them all of the knowledge and then the tools (how to deal with the media, communication, how to present yourself physically and professionally, and how to fund raise)—this is what they needed to take the big step or the next step to have that voice or find their voice and their ability within the political world (B. Comfort, personal communication, November 13, 2006, see Appendix B).

As the researcher, I provided Comfort with the definition of voice from Chapter II as follows:

> In this study, voice refers to the ability of each participant to express herself openly and to share her thoughts, skills, knowledge, concerns, and needs. Voice also means that each participant is allowed to acquire meaning by asking questions, to reflect, share experiences, and engage in reciprocal dialogue. In addition, '*developing a woman's presence*' adds to the component of voice. In the words of Tanton (1994), "[p]resence does not only mean being bodily present, it also indicates position, acceptability, importance, rank, bearing, [and] self-command" (p. 7).

I then asked her to comment on it and whether it would change in any way her response. Comfort concurred with the definition and said

> the definition was exactly it, about the ability for someone to participate in an effective way—in this business if you would…to be able to be knowledgeable, to be articulate, to accept confidence, and to have the network to be able to achieve whatever your goals might be (B. Comfort, personal communication, November 13, 2006, see Appendix B).

Networking: First, Comfort noted the dinners at the beginning of each session titled "Conversations to Create a Network" were a way for women to collaborate similar to how men have done it for years (see Appendix F to see samples of the invites to the networking dinners). Although the initial dinners for each month were optional given women needing to balance so much more then men, Comfort felt that it was important for the women to have the opportunity to "network with each other and in future years with the alumns." These dinners Comfort commented were intentional to develop voice and were a "mini event" for women to "sit down and break bread and talk to each other." The dinners were a way to try to emulate something similar to a golf course and especially the 19th hole at the bar where "things happen or deals are cut or negotiations occur." The dinners were also a way for women to have the support of each other on an informal basis.

Second, the speakers contact information was intentional so that each participant would have a way to "develop relationships with the speakers on their own terms." Third, Comfort said the business reception held in January was intentional as a way for both the public and private sectors to interact and for the participants to meet many people. Fourth, the New York events were made available to the participants even though that month the program does not have the resources to pay for housing accommodations. Finally, Comfort said that many programs are not able to do the dinners as provided by the Anstine program where the program tries to get sponsors or a firm to help with dinners and provide speakers. An example given by Comfort where a sponsor provided dinner for the participants was the dinner that was sponsored by Klett, Rooney, Lieber and Schorling, via government relations specialist Robert Shuster at the Capitol Hill Club in Washington, D.C. and hosted by Congressman Bill Shuster.

Expectations:

Program: Comfort said that part of the expectations were by design. She and Olson "set the bar high and selected people that had high expectations." From the onset of the program, Comfort said they set a schedule and stuck to it without canceling session or allowing participants to miss classes. The first year Comfort said she kicked someone out of the program for missing classes which sent a message to incoming classes that the program was a serious undertaking. Comfort said her nickname became "Bernie's Boot Camp." Comfort noted that there was an attendance expectation as well as a professional expectation. Comfort believes that her "hard core" expectations probably got her the nickname "Bernie's Boot Camp" but she said she was "hard but soft." She addressed issues or concerns as they occurred. From her higher education background she knew that she could not socialize with the women after the dinners. Comfort also said that since the founder, Olson, was inspirational, she is a part of the program from the beginning where Olson tells the women in the class "why we did this, her story, why it is important to have a network of women and what her expectations are." Comfort believes that "[y]ou have to put in as much as you want to take out" for the program to be successful.

Comfort commented that at this point in the program, the program has an identity
of its own. She recalled that "[t]he first two classes really had no idea what they were getting into and at some level [she and Olson] didn't know what they were getting into either." Comfort remarked that the Anstine women and alumnae need to focus more on helping each other in races and not just other candidates. She said that she will add a component to the class that focuses on "what it means to participate as an Anstine Alumna."

Self: At the inception of the program, Comfort said she and Olson didn't know if the program "would or wouldn't or to what degree" raise a participants expectations. They never knew if it was going to but the hope was that the program "would increase each participants expectations of themselves." Five years into the program, Comfort believed that it did raise the expectations of the participants but that it has never been measured. She commented that to her knowledge since the leadership series has been around for ten years "there has been no real study of how well these programs were doing anything—empowering women, networking, providing them opportunities." Comfort believed that the program design and the personal expectations that Olson set at the beginning of the program created the tone for the program and the professionalism expected. Comfort said a bar was set and for some they knew what they wanted where others came in "with some generic idea of what they want to get out of it or they may think I need to figure out what I want to get out of this process or political world." Comfort believed that as the program progresses through the year, an energy or sharing is created

> among the group or even [with] a few…that helps to shape or change people's
> expectations of themselves and are pushed to a higher level in the whole
> process—whether some of it is self-induced or some is programmatic or with

people they are interacting with (B. Comfort, personal communication, November 13, 2006, see Appendix B).

Comfort was not sure exactly how "diva" was started nor was it initiated by her. She recalled that members in the first class made buttons that said "Anstine Divas." Since then, "diva" has been used to characterize the women in the program including in e-mail correspondence.

When trying to gauge expectations of the program and self, Comfort reflected

> [s]ome of it is so intangible in a way. But yet it is real. There is a reality to what is really happening here. Sometimes I don't realize or forget how powerful it really is or the difference that it really makes. In a campaign, you see the end result—50 + 1. So, even though you work really hard and your candidate doesn't make it across with the 50 + 1, you are going to evaluate it. There is a clear way to evaluate success. That doesn't mean the person who lost is not a good person (B. Comfort, personal communication, November 13, 2006, see Appendix B).

3.2.7 Interview with Comfort in terms of Voice, Expectations and Networking:

The charts below attempt to capture Comfort's interview in terms of where the program has addressed a participant's voice, expectations and networking abilities.

Table 3: Voice
- comprehensive program "soup to nuts"   - broad program enables participants to meet individual goals   - thought of it as self-empowerment   - knowledge is power; provide the knowledge to increase one's self-esteem and self-confidence in the political arena "to be able to participate as a leader"   - provide the knowledge and then the tools (e.g., how to deal with the media; communication, how to present yourself physically and professionally, and how to fund raise)—this is what they needed to take the big step or the next step to have that voice or find their voice and their ability within the political world   "Conversations to Create a network" dinners, Thursday evenings, optional: a way to have women mingle informally with classmates and other professionals in that geographical area; a way to "create" the golf course and the 19th hole for women in a setting doable with the program; a way to 'sit down, break bread, talk and interact'; dinners also acted as a support network on informal basis such as child getting sick, elder care issues, etc.
Summary: Comfort thought of the program as one of "self-empowerment" where the women were able to work on their individual goals given the comprehensiveness of the program as Comfort coined—"soup to nuts." Comfort believed that "knowledge is power" and that by providing the women more knowledge of the political process they would in turn have an increased self-esteem and self-confidence in this arena. In addition, Comfort believed that the tools and knowledge provided helped the women to "find out" where they want to go or what may be the next step for them—"to have that voice or find their voice and their ability within the political world." The monthly dinners coined as "Conversations to Create a Network" helped to engage women on an informal basis and a way to open the session so that women would have a forum similar to men on the golf course and the 19th hole to "sit down, break bread, talk and interact." The dinners also became a forum for women to have a support network where they could share issues such as child care and elder care on a personal level.

Table 4a: Expectation of Self
• courses broad based to increase leadership knowledge
• goals and objectives discussed in first class and at mid point in January; 5 common goals for class decided in first meeting and each individual had three personal goals
• no tracking of individual goals but women discuss in an informal anecdotal manner with executive director
• set goals high, tone set at the beginning, and selected people for program that had high expectations
• the hope was to increase each participants expectations of themselves but didn't know if it would…but from observations, believed that is has; in part, self-induced; in part, because of interactions in program
• first program, a participant used the word 'diva' to characterize the group of women and buttons were made; "diva" is now used for each new class of women including in e-mail correspondence

Summary: Comfort said that the program was designed to have high goals and the tone was set in the first class. Further, she stated that the women selected for the program had high expectations. Comfort said the program provided a forum that helped the participants to examine their expectations of themselves by having the group establish group goals as well as personal goals in the first session. Although Comfort noted the individual goals of each member were not given to her to help track over the ten month program, she knew many of the goals of the women from informal discussions. Comfort believed that the broad based curriculum helps each participant to increase her leadership knowledge and skills. Throughout the program, women were also addressed as "diva" which makes each feel special to be a part of the group. Comfort noted that the word "diva" was not initially started by her but rather by women in the first class to characterize themselves. Although Comfort did not initially know whether the program would increase each participants expectations of themselves the hope was that it would. From her observations, Comfort believed that personal expectations of the participants have been raised—in part self-induced and/or as result of the program design and the interactions that were created in the program.

Table 4b: Expectation of Program
• made program first class with high expectations; willing to make changes to curriculum and program as needed
• if missed more than 2 classes, out of program (one member kicked out first year)
• evaluations of participants help shape courses or speakers for next years class from what was missing to what to add
• allow participants to provide questions in advance of class session so speakers could address specific issues of interest
• topics evolve over time including various groupings of topics changing to meet needs of participants or which made more sense
• new speakers added based on a natural process (leaders change) as well as through the evaluation process
• program session statewide with some at specific times to go in conjunction with other functions; also based on corporate donors and easy accessibility to traveling via vehicle or plane
• two new issues from 2006 election cycle that will be addressed in future classes: negative campaigning and gender issues with media

Summary: Comfort noted that the program was created to be first class with high expectations. Changes were made to the program and curriculum as needed. Participants were not permitted to miss more than two classes or they were out of the program. In the first year of the program, a member was kicked out of the program which sent the message in subsequent years that the program was serious business. Evaluations provided by participants of the program and speakers helped to refine the courses and determine whether speakers would be back in subsequent years. Some new speakers were added as a result of changes in leadership within the Party. Comfort noted that certain courses were grouped differently as the class evolved which made more sense to the overall process in the political arena. Negative campaigning and gender issues will be areas to add in future classes as a result of the 2006 election cycle. In order to help each participant reach their expectations, program locations were taken into consideration including easy accessibility for traveling in a vehicle or plane as well as who the corporate sponsors were and/or based on a certain time to coincide with other specific events that were a benefit to the participants—all of which enhanced the professionalism and integrity of the program.

Table 5 Networking

Table 5: Networking
• how to work a room class • monthly sessions and "Conversations to Create a Network" • statewide network with Anstine women • address/phone #s of all speakers given to participants • certain locations in program enhance networking opportunities: Harrisburg, NYC, DC • reception in January at Capitol, in Harrisburg • speakers have PA background other than at federal level • alumnae panel added in third year
Summary: Comfort noted that the monthly sessions make it possible to network from the dinners known as "Conversations to Create a Network" to meeting of the trainers (who all have a Pennsylvania background other than the federal government section). In addition, the contact information of all trainers is provided to each participant as a way to follow-up and maintain contact on an individual basis. Half way through the program, a business and political networking reception takes place in Harrisburg. This event is another way to enhance each participants networking abilities and to meet new people from both the private and governmental sectors. Further, certain locations (Harrisburg, NYC, and D.C.) throughout the training program expand networking opportunities for participants to meet more people outside of the program. Finally, the alumnae are made available including an alumnae panel added in the program during the third year of its existence.

3.3   AREAS OF EMPHASIS IN PROGRAM

The overarching research question that was the premise of this section was:

> **What areas were emphasized within the Anne B. Anstine Excellence in Public Service Series during the ten (10) monthly meetings?**

3.3.1   Part I: Overview of Program

The Anne B. Anstine Excellence in Public Service Series:

The Anne B. Anstine leadership program is a 10-month training program for Republican women. The program begins in September of each year and ends in June of the following year with a reception, dinner, and graduation ceremony.

To become a participant in the program, there is a two step process. The first phase of the program is to submit an application by June 1st. The criteria for participation consisted of a written application with references. The written portion was judged on the basis of achievement, leadership experience or ability, and commitment to public/political service. The second phase, if selected as a finalist, was a personal interview in Harrisburg with a panel from the advisory board and other members, including alumnae of the program. The personal interview was judged on communication skills, general presence, sincerity of commitment to public/political service, critical thinking skills, and problem solving ability.

The interviews take place in Harrisburg in July. Notification of acceptance is also in July. If notified, you must accept and also submit a one time fee of $150.00 to show your commitment to the program. Otherwise, another candidate will be selected if appropriate to do so.

Transportation is not provided to attend each month of classes. A hotel room and food is provided. Most classes begin on a Thursday evening (optional) with a dinner titled "Conversations to Create a Network" and a Friday session. However, there are a few exceptions due to location or special events occurring including in the months of December, January, May, and June. Further, each month other than December, formal classes are held where speakers come to address a certain topic within the political context. Most class sessions had homework assignments or reading assignments that were expected to be completed prior to attending the monthly session.

The first session takes place in Harrisburg the same week of the Republican State Committee meeting and dinner. The class begins with an opening dinner. Other political figures are invited as well as alumnae.

The first class was a way to introduce all of us to the political process at the state level and a sharing of stories starting from the Founder, Christine J. Olson and Executive Director, Bernadette S. Comfort. The speakers brought in the first class were in large part key political people in Harrisburg. Other speakers included past class presidents in the Anstine program as well as members of the advisory board of the program. Topics of interest to the participants were also discussed as a group during this first session. Topics were narrowed based on where most members of the class had an interest to learn more in the upcoming months. The top five topics of interest to the class of 2006 were: learn where I best fit in politics; process/strategy for future development; learn to make the "ask" for money; political etiquette; and how to effectively organize a campaign.[46] Each class participant was also asked to determine her top individual goals that were desired from the program.

The second class was a way to give training broadly covering all aspects of communication: verbal, written, nonverbal, listening, style, gender, personality types and how to adjust a message to a particular person or audience. Participants were also videotaped giving a presentation on why they should be selected to office or introducing a political figure.

The third class focused on politics as a career path and Pennsylvania's local government structure. Speakers came from various sectors of local government including council members and a school board member. Further, an in depth overview of Pennsylvania's local government structure was provided.

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[46] All goals for the class of 2005-2006 prior to being narrowed to the top five can be found in Appendix G.

The fourth class is optional since it takes place in New York City at the same time of the Pennsylvania Society events. Housing is not provided for this month. The cost is prohibitive of this. However, as noted in the chart in Appendix E, two events and a dinner are sponsored by the program. Other invites occurred via mail or e-mail. Some invites occurred via word of mouth while meeting people if a participant met someone while in New York who could provide the opportunity.

The fifth class is the halfway marker of the program. This class takes place in Harrisburg. A special reception acknowledging the participants also takes place this month with special guests invited from government including Representatives, Senators, lobbyists, CEO's, as well as private business owners. Alumnae and members of the advisory board also attend this event. The training during this month was very broad. However, the topics and speakers selected provided a bird's eye view of the various types of sectors involved in state government and the judiciary. Many booklets and resource materials were provided to the participants giving additional information on the House of Representatives, the Senate, the Judiciary, and government in general. The Pennsylvania Manual was also given to each participant.

The sixth class was three prong from election law, to fundraising, to how to work a room. The election law portion had the class divided in sections to read certain case law on a particular legal issue and problems that arise with elections. The fundraising portion provided detailed information from an experienced fundraiser as well as "pointers" to help you in the process of fundraising. The program on how to work a room provided a way to help you build your networks to accomplish the future task of raising money for a campaign.

The seventh class was provided by one speaker that gave a broad overview of politics including several examples via power point to demonstrate what to do or not do in a campaign

from grassroots to the media. This class provided the nuts and bolts from the beginning of a campaign to the end.

The eighth class was a leadership training session which also had a component on dress, make-up, and presentation on the camera for an on-air interview. The design of this program provided a way to assess each person's leadership qualities. The session also provided a way for each participant to learn how to present themselves in front of a camera including types of clothes to wear, make-up, how to sit, glasses, etc. A few class participants actually had clothes selected for them, make-up and hair done, and a taped interview for the class to critique.

The ninth class was very broad based since it occurred in Washington, D.C. The main focus was federal government. The speakers came from various sectors of federal government or participated in federal government in some external way. Areas of expertise included but were are not limited to CEO's, lobbyists, polling experts, government relation specialists, political officials, consultants and various employees in federal government.

The tenth class was the final class for the program. This class was a reflection in part asking the questions: Where did I start? Where have I arrived? Where will I go? The founder, Christine J. Olson spoke again. Further, a keynote speaker, retired Rear Admiral Marty Evans also spoke about the leadership skills needed to be successful. Graduation occurred during this training session. An optional attendance was also provided for a second day wrap-up for members of the 2006 class and alumnae. The merging of the new graduating class and alumnae into a work session was to determine how to continue the success of the program by discussing what is working, what is needed, and ways to continue the network and involvement of alumnae in future years.

3.3.2 Part II: Reflections and Experiences in Program by Researcher

I received a card in the mail inviting me to the business reception of the Anne B. Anstine Excellence in Public Service Series in January of 2005. I called my representative, Fred McIlhattan, and asked him what the program was about. He indicated that the program was a leadership program for women and that it has been well received in Pennsylvania.

From Representative McIllhattan's comments, I was certain I wanted to come to the reception to learn more about it. The reception took place at the Capitol in Harrisburg. McIllhattan was accommodating including helping with parking, keeping our coats at his office, and later meeting me and my friend at the reception to introduce me to people he knew.

The reception was very well received with political and business people present. The new class was introduced to the attendees of the event. Although the event didn't last much more than an hour, the eight hour round trip to observe the event was important for me to decide whether I wanted to be a part of the program, which I did.

I submitted my application and was selected to be interviewed. I interviewed in Harrisburg in July of 2005. Shortly thereafter, I was notified of my selection into the leadership program. Because I was a prosecutor at the time, my days were hectic with trials and other courtroom work so it didn't really register with me the full impact of the program until I actually attended the first meeting in September.

3.3.2.1 Session One: September 8-9, 2005 Harrisburg, Pennsylvania

The first class began with a reception and dinner on Thursday evening, September 8, 2005. I was excited to meet my classmates and those present at the reception and dinner. I remember I mentioned to the Northwest Caucus Chair, Ash Khare, who was also an advisory board member

of the Anstine program, of my desire to run for Governor of Pennsylvania some day and that is what I put on my application. He looked at me and believed me. He introduced me to some key political figures in Harrisburg that night. At the time, the names and titles of the people were like running water in my head but throughout the course of the training program, people began to be placed in a way that made sense to me based on my personal experiences with them. However, I was surprised but honored that Khare thought enough of me despite barely knowing me to take it upon himself to introduce me to various people. Our main speaker that evening was Jo Ann Davidson, Co-Chair for the Republican National Committee (RNC) as well as the former Speaker of the House in Ohio. Davidson was the driving force behind the leadership series in Ohio. I remember feeling honored to be a part of the political group and looked forward to what awaited in the upcoming months in the program.

We stayed at the Hilton Towers in Harrisburg. It was a three star hotel. I was impressed at the "class" of the program and the accommodations. I realized quite quickly that the bar in this hotel is where much business and interaction takes place among people in politics as well as others coming to the hotel for conventions. I went out that evening with two other classmates. It was the beginning to forming friendships in the class.

The first training session began on Friday morning, September 9, 2005 with a continental breakfast. Each participant was given a large resource binder with materials that included but was not limited to, contact information of the board members, class alumnae, current class members, information about the Republican Party, women and politics, networking and mentoring, and information about the Founder, Executive Director, and Anne Anstine. Each participant was given a name badge that could be worn during the training sessions and political functions for the entire year and beyond.

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The speakers for the first session were: Christine J. Olson, Founder; Bernadette S. Comfort, Executive Director, Anstine Program; Eileen Melvin, State Chairman, Republican State Committee; Vince Galko, Executive Director, Republican State Committee (RSC); Scott Migli, incoming Executive Director of RSC was introduced; Renee Amoore, Deputy Chair, RSC; Angel Wechter, long-standing State Committee Member, retired from Pennsylvania Council of Republican Women (PCRW), Philadelphia; Joyce Haas, Central Caucus, Co-Chair; David James, RNC, NE Regional Director; Margaret "Peg" Recupido, Class President, Anstine Class of 2003; Ann Coleman, Class President, Anstine Class of 2004; and Jennifer Burkett, Class President, Anstine Class of 2005.

The topics covered during this first session were: Republican Party Organization – State & Local Level; Women's Leadership in the Republican State Party; History of the Republican Party/Operations of the RNC; What to Expect? Goal Setting and Expectations with an Anstine Alumnae Panel; Wrap-up Session including organization information, training sessions for October, November, and evaluations.

Opening and welcoming remarks were given by Christine J. Olson, National Committeewoman for Pennsylvania and Founder of the Anne B. Anstine Series. The story she shared of herself and of the program spoke volumes of her character, her drive, and her desire to achieve excellence not only with herself, her company, and her family but to help others reach levels of excellence with their hopes and dreams. The Executive Director, Bernadette Comfort, then provided a program overview and we all introduced ourselves to each other. Melvin and Galko gave valuable information on the Republican Party as it impacts at the local and state level. Amoore, Wechter, and Haas shared their stories with the class of how they became involved in politics and women's leadership within the party. In many of the stories, there were

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areas of hardship discussed but a determination in these women which helped them to want to become stronger and strive to make a difference for themselves, their families, and for the Republican Party.

While learning about the history of the party with James, we were asked to name the eighteen Republican Presidents when given their pictures. I can honestly say I was surprised that I did not recognize by face a fair number of the Republican Presidents. The hour session on the history of the party and the operations of the RNC was a very good "refresher" course for me and I learned about the RNC where I really had very little knowledge.

The first class of the 10-month program helps shape to a degree the selected speakers for the year as well as goals for the class and for each participant. The goals and areas of interest were selected in part in the first class session. Recupido, Coleman, and Burkett, the prior Alumnae Class Presidents, assisted our class in a brainstorming session where participants discussed why they wanted to be in the program and the goals they wished to achieve from the program. All ideas were placed on large pieces of paper. The top topics of interest were selected from the array of choices by class participants placing stickers by their choices on the large papers. The final five topics selected by the class of 2006 were: learn where I best fit in politics; process/strategy for future development; learn to make the "ask" for money; political etiquette; and how to effectively organize a campaign. Each class participant was also asked to determine her top individual goals that were desired from the program.

That Friday evening, tickets were provided to us to participate in the Republican State Committee Dinner held in the Ballroom of the Hilton Towers hotel. Ken Mehlman, Chairman of the RNC was the special guest speaker for the dinner. During the dinner, Ash Khare sought me out and directed me to come with him. He took it upon himself to introduce me to the speaker,

Ken Mehlman, before he left the ballroom. I also got my picture taken with Mehlman. He also introduced me to Attorney General Tom Corbett and other key political figures in the Commonwealth of Pennsylvania.

I felt honored and humbled to be a part of the program and what it had to offer me in terms of access to the political process in Pennsylvania. But, I also knew that being a part of the program also meant helping others, especially women, who have dreams to pursue a political career.

3.3.2.2   Session Two: October 13-14, 2005 Philadelphia, Pennsylvania

In preparation of the October session, there was a homework assignment to write a Letter to the Editor and submit it by September 30th so the trainer could review it and provide comments. In addition, there were required readings which focused on communication, confidence, and credibility. For this session, there was only one trainer for the entire day: Pamela Varkony, Partner, Director of Training Services, Spectrum Global. She was also a board member for the Anstine Series. The corporate sponsor was Buchanan & Ingersoll law firm (now known as Buchanan, Ingersoll and Rooney) via Tom VanKirk, CEO and Kathy Pippy, government relations consultant. The opening dinner was sponsored by Diana Slifer, Class of 2003, and Marc Curcillo at the Union League in Philadelphia.

The day training was broken up into segments. Initially, the training focused on the basic communication skills including from the heart to the brain, listening, gender differences, speaking vs. writing, understanding your style, and a style test of communication. There was a review session of the letters to the editor. Those that had the best editorials were recognized and their letters read to the class. In addition, the session also focused on press conferences with video taped presentations with leader and team analysis of each presentation by the other

participants. Participants could select to persuade an audience why they were the best candidate for a position or to introduce a speaker. The handouts were great resources to enhance the class as well as to use at a later time as resource material. Finally, there was a wrap-up session with the Executive Director including evaluations and a discussion of future classes and the optional New York trip.

The only thing I would change about the class would be to make us aware that we were to speak on video camera so that we could prepare ahead of time rather than try to put together a presentation within a short period of time during class. I think the comfort level of many of the class would have been a little different on camera had they had a chance to gather their thoughts prior to the class meeting. However, I acknowledge from Comfort that the "lack of notice" of the video taping was intentional in program design to get us ready for "spontaneous" presentations.

3.3.2.3 Session Three: November 17-18, 2005 Pittsburgh, Pennsylvania

Since Pittsburgh is the closest area for training where I live, it was nice to have the session take place there in the month of November. The only drawback for this location as well as Allentown was that there were very few opportunities to network outside of the Anstine program other than the networking dinners and speakers. Most of the networking opportunities took place in Harrisburg, D.C. and New York at the PA Society events. Other than the limited networking opportunities, the corporate sponsor, Buchanan & Ingersoll law firm was once again a great corporate sponsor for the training via Tom Vankirk, CEO and Kathy Pippy, government relations consultant. The opening dinner took place at Sonoma Grille in Pittsburgh.

The speakers for this session were: Kathy Pippy, Government Relations Specialist, Buchanan Ingersoll; Jan Rea, County Councilwoman, Allegheny County; Michael S. Foreman, Local Government Policy Specialist, Southwest Regional Office, Governor's Center for Local

Government; James Roddey, former County Executive, Allegheny County and former President of Turner Communications Corporation; Eileen Watt, County Council, Allegheny County, Anstine Class of 2003; Joyce Somers, Mayor, Municipality of Murrysville; Michele Corbin Rudloff, Anstine Class of 2005 and Laura Schisler, former school board member and school board campaign manager. The topics discussed were: politics as a career path; local government overview, women voices of experience in local government, and school board involvement.

The most intense session for learning was the Local Government section presented by Michael Foreman. Foreman was well versed and provided valuable information and insights on local government. However, there was so much information, it was hard to digest it all. The handouts on this section were important to refer to during the session and as a resource for future use.

All discussions by presenters were valuable and provided great insights. The discussions of most interest for me on a personal level were from Kathy Pippy, Jan Rea, Joyce Somers, James Roddey, and Michele Corbin Rudloff. Pippy highlighted the need to be continually involved, including volunteering, doing things for other people, and being reliable. Rea highlighted that to maneuver in politics, try not to make enemies and don't react for 24-48 hours before responding to anything when you are upset. I think Somers highlighted for me that for a woman, it is important to balance your private and public life. Further, for a woman, that you can have it all, but maybe not all at the same time. Somers, a widow, emphasized that for women especially, there are "phases" of your life where you need to set your priorities and use your time wisely. Many times, women make an impact later in life because of devoting the first part of their life to rearing children. In part, what Somers said is reflected in the following quote by Child Rights Advocate, Marian Wright Edelman when she speaks about how many women feel

Lord, help me to sort out what I should do first, second, and third today and to not try to do everything at once and nothing well. Give me the wisdom to delegate what I can and to order the things I can't delegate, to say no when I need to, and the sense to know when to go home (Wilmore, 1998, p. 37, quoting Edelman in Ungaro, 1997).

The experiences shared by Somers and Ungaro were also echoed by Whitman (2005) when she said:

[o]ne of the earliest lessons I learned as my political career took shape was that there is no such thing as Superwoman. No one can do it all, at least not all at once. If you are a wife or a mother or in any other way responsible for another person in your life, you will inevitably confront those times when you are torn between responsibilities. Many nights I couldn't sleep agonizing over something I hadn't done for the children or for work. Over time, however, I found the right balance for both my family and my career (p. 201).

Roddey's presentation during lunch made me realize that credibility is powerful. Roddey's experiences were so diverse that one could only admire what he has done. He emphasized that everyone can make a difference and we need to reach out to people to get involved. In addition, Roddey highlighted to run an effective campaign that it was important to start raising money a year in advance of running and have your first big fundraiser four to five months before a primary. Rudloff, an alumna of the program as well, emphasized traits she felt were important in politics: ability to listen; ability to communicate; and patience/persistence.

Other speakers were Watt and Schisler. Watt spoke of her background, her experiences on County Council and her experiences this year as she was a candidate for State Representative. Her first hand experiences of running as a woman were very enlightening, especially because she is an alumna of the Anstine class. Schisler spoke on the issue of school boards. She posed questions that apply to all races such as: "Why run in the first place?" and "What makes you qualified?" She also stated that none of us should give up if we lose the first time in a race

because a second race could change the results especially if one had help with those involved in grassroots efforts in campaigns.

3.3.2.4   Session Four: December 2005 New York City, PA Society and Receptions

The month of December was optional for participants. I didn't know anything about Pennsylvania Society or that a Pennsylvania event took place in New York City. There was a lot of talk among class members as to whether to go or not because of finding rooms, expense, and not knowing very many people. But, Olson provided key forums to us at no charge including a huge reception with key political figures in all aspects of the political arena invited at Club Macanudo as well as paying for a $1000 ticket for each of us to attend the Commonwealth Club Luncheon. In addition, she hosted a private dinner for us with each of us permitted to invite a guest complimentary.

This particular year, I stayed in New Jersey. I learned that staying in New Jersey was not conducive to getting to the events well in New York City. I did change this in December of 2006 by staying at the Waldorf where most of the receptions and events were held. Further, people gather at the Waldorf to mix and mingle.

I could not believe the people that attended the events in New York City. I also didn't know that I would meet so many new people from all sectors of government and on a bipartisan basis. The Anstine program provided access to these events and it was up to each Anstine participant to make the most of the opportunity.

I met a lot of great new people, enhanced friendships that had been established previous to the trip, and learned to be a part of a larger group of people that have similar interests in the political arena. Further, because of the event taking place with receptions, dinners, dancing, and mingling, it was a great way to relax in a forum much different than your day to day activities at

work or in your community. I was truly grateful for Olson providing access to certain key events that also paved the way to other events to occur and for me to meet so many incredible and talented people from all over the state of Pennsylvania and beyond.

3.3.2.5   Session Five: January 23-24, 2006 Harrisburg, Pennsylvania

The January session was buzzing before it began because it took place in the East Wing at the Capitol. I can't speak for the other women in the class, but I felt very alive at the Capitol and was eager to learn from so many varied speakers. There were two days of classes this month. Topics were as follows: The Workings of State Government; The Pennsylvania Judiciary; The Business Community and Politics; Women in Government; Appointments, Commissions, and Board; The Art of Lobbying; and The Legislative Process: the Slots case Study. In addition, since this was the half-way point in the program, there was a Business and Political Networking Reception held in the East Wing of the Capitol Monday evening so that each member of the new class could be introduced to those that chose to attend which included legislatures, CEO's, lobbyist, and members of the private business sector. This reception was a very good way to meet and network with a variety of people that impact government in some way. The networking dinner took place at Stock's in Harrisburg.

There were twelve speakers that came to discuss the topics above and three corporate sponsors to help with the costs of the training. The corporate sponsors were: Dave Patti, President & CEO of Pennsylvanians for Effective Government; Chris Bravacos, The Bravo Group; and Stan Rapp, Greenlee Partners. The speakers for the January session were: Karen Deklinski, former Deputy Secretary for Conservation & Natural Resources and small business owner; the Honorable Mike Eakin, Justice, Pennsylvania Supreme Court; Dave Patti, President, Pennsylvanians for Effective Government; Beverly Mackereth, State Representative; Kelly

Fedeli, Director of Public Relations, Majority Leader Sam Smith, Class of 2003; Commissioner Kim Pizzingrilli, PUC, former Secretary of State; Sheryl Delozier, Class of 2003; Deborah Suder, Buchanan Ingersoll, Anstine Class of 2003; Mary Ellen McMillen, Highmark; Paula Vitz, Senior Associate, Capital Associates, Inc.; Mark Campbell, Greenlee Partners; and Stan Rapp, Greenlee Partners.

I learned a great deal from all but perhaps the items that stuck out for me from my notes were as follows:

- Advise to read certain parts of manuals to familiarize myself to the governmental process.
- Figure out what about government brings you to become passionate. Learn about it and be able to discuss the topic knowledgeably.
- Get on boards and commissions to meet new people and learn how they work and impact on everyday life. This may also provide a way for you to be looked at as an expert in a particular field and open up job opportunities. Try to serve on as many diverse boards as you can to expand your knowledge base.
- A thorough review of the judicial process and courts was provided.
- Talk with people that have done a job before you, especially if you want to run for office.
- Gain a set of trusted friends that can help you plan and brainstorm to figure out how to best run a race.
- Look at the political leadership and determine how to get their endorsement of you.
- Learned more about how legislation is passed and agenda setting.
- Learned that your voice counts. If you want to get your voice heard on an issue, letters and phone calls to policy makers works because they want to be re-elected.
- Look at the credibility of a spokesperson carefully before determining the validity of the information provided.
- Think of government as not politics per say but as a way to make good policy.
- Answers don't come from the government but from the grassroots.
- Be active in your community and the issues that face you everyday.
- Tips to working in government: loyalty, hard work, humility, and going the extra mile.
- When you make relationships, try to maintain them.
- Surround yourself with people that you trust. Know the rules of the position you are in and have strong ethical standards.
- For lobbying, be honest and factual. If you don't know the answers, bring someone with you that can or get back with the legislature.

- Quotes or mottos shared that I reflect upon were:
  - Kelly Fedeli's favorite courage quote:
    - "You gain strength, courage, and confidence by every experience in which you really stop to look fear in the face….You must do the thing you think you cannot do." Eleanor Roosevelt, *You Learn By Living*
  - Kim Pizzingrilli, Commissioner of PUC and former Secretary of State said:
    - "Be the best you can be: at home, at work, at school, at play."
    - "Leave every situation better than you found it."
    - "Ability is what you are capable of doing. Motivation determines what you do. Attitude determines how well you do it."
  - Paula Vitz, Senior Associate, Capital Associates, Inc said
    - "Know what to hold, know what to fold, and know when to create those alliances."

3.3.2.6   Session Six: February 23-24, 2006 Allentown, Pennsylvania

The corporate sponsor for this month was PPL Corporation via Kathy Frazier, Anstine Alumna 2004. The sponsors for the opening dinner at Youell's Oyster House were: Jane Irvin, Peg Ferraro, Kathy Frazier, Representative Julie Harhart, Mary Beth Morey, Daphne Uliana, and Pamela Varkony. The speakers were: Chuck Fish, Marie Conley, and Patricia Poprick. This month was broken down into three main topics of discussion: election law, financing a campaign, and how to work a room (networking).

Understanding Election Law

The first speaker, Chuck Fish, is Vice President and Chief Patent Counsel for Time Warner Inc. He was very knowledgeable about election law. The class was divided into one of three categories to read certain types of case law on election law issues. The assignments and reading materials were provided to the class in the January session. For the discussions on the case law assignments, the groups needed to provide to the rest of the class the facts of the case, the holding, and provide an opinion and analysis of the case to the class. Other areas of discussion during the training session on election law were: how to issue spot (e.g., when to

accept a certain check), federal statutes, Pennsylvania rules, websites to use with questions you have about election law, mailbox rule, campaign financing, political speech, ethics/lobbying practices, election contests/recounts, ballot access (military, assisted living, felons, general access to polling place), redistricting/reapportionment, taxation of political parties/lobbying, jury tampering/election tampering, and civil/criminal violations.

Fish noted that the Anstine women exist to ask the hard questions and to challenge the status quo in order to have true dialogue and discussion with the ultimate goal to have better policies and better representation of the people. Perhaps the best lesson of studying various case studies on election law was that there is a lot to know and one must educate him/ herself and have appropriate advisors and legal counsel to turn to in order to avoid criminal and civil penalties.

The Art of Fundraising

Marie Conley, a consultant serving many recognized political figures in Pennsylvania including Attorney General Tom Corbett spoke on the art of fundraising. Conley stated that "money is the mother's milk of politics." Areas of focus were three parts: create your campaign budget, raise the money needed to meet your budget (and then some), and win your race. Topics of discussion under raising money were: recruit your finance chairman, recruit your finance committee, create your finance timeline, donor meetings, events, and direct mail. Discussions with Conley came directly from her experiences working on campaigns including Attorney General Tom Corbett's. Within some of the talking areas as noted above, Conley said to familiarize yourself with fundraising and what was necessary for a campaign as follows: attend donor meetings; make sure your candidate or you know what is going on in your campaign; a

candidate needs ten (10) talking points when going to see a potential donor and where money received will be spent; the necessity of having a campaign manager to do your fundraising; campaign budget needs to be identified; the need to have a finance director; find potential donors by looking at other candidate lists and what issues the donor focuses on; how to contact a potential donor; and how to keep in contact with donors; as well as techniques she used to keep track of people and contact information.

Networking - How to Work a Room

Pat Poprik was the speaker on this topic. Poprik is the founder and President of First American Municipals, Inc. She is active in politics including being a member on State Committee and Treasurer for Republican State Committee. Topics discussed were: what is a network, inventory, research, materials, you, introductions, remembering names, conversations, and follow-up.

Poprik noted that networking is about building relationships before you need them. A network is about action, activity, and is a continual process. A network is not about selling or getting a job. One must think of networking according to Poprik like life insurance. You buy insurance before you die. You develop relationships prior to having a need to rely on the relationship. Networks are everywhere including family, business, Anstine series, church, organizations, and kids sport leagues. A network is a give/take relationship. Always go to an event with a plan of action. Know ahead of time people you would like to meet. Do your research in advance. Take business cards. If you have a name badge, put in on the right hand side of your body so that when someone shakes your hand they can look at your name. Paper and pencil is important to have while networking. Your body language is important as well. Think

of networking as an "about them" interaction. Don't talk about yourself. Find out as much as you can about the other person. Be prepared with an introduction about yourself which indicates the following: name, how you fit in, why it is important for them to know you (i.e., I am Pat Poprik. I am a speaker today and I am going to teach you how to work a room). Poprik said with networking you "eat before" the event or starve. Although there will be food, you avoid it and use the time wisely to network. Make sure your handshake is firm. Have three neutral questions you can ask the person you are speaking to such as: "Do you live nearby?"; "Which county do you live in?"; and "Do you know xyz?" when you don't know anyone in the room. Most networking is lost because people don't follow-up after the event. Poprik said follow-up or don't go and waste your time.

3.3.2.7   Session Seven: March 23-24, 2006 Philadelphia, Pennsylvania

The opening dinner took place at the Pyramid Club in Philadelphia. The corporate sponsor for the training session was Eckert Seamans law firm via Kathy Gallagher, Esq.. The session for March focused on one topic: Politics 101—Political and Media Consulting (Part I, Part II, and Part III). The trainer for the event was Mark Weaver, a national GOP political consultant.

There were a variety of reading assignments prior to this class. Titles of the readings were: *The first step in deciding to run is a reality check. You have some tough questions to answer. Start here.; Preparation: Get your act together; How to run your own campaign—don't; Conduct your own political physical; Strategic media tips for women candidates;* and *The campaign context.* Participant's were also asked to design a campaign plan including a committee structure, budget, volunteers, etc. for a race of interest or any candidate.

Areas of discussion were: Don't assume you are an average voter; getting professional help; resources for professional campaign assistance; the state party organization; the national

association of political consultants; sources that are useful including directories and magazines in the political arena; types of campaigns and what persuades; name identification; why are you running; how will you win; who will you talk to; what will you say; how will you say it; when will you say it; how much will it cost; how to turn out the vote; yard sign usage; and 4 x 6 cards and use of them. Powerpoint was used and many examples of video clips from actual campaigns were used to illustrate a certain point in the discussion.

The very first thing that Weaver pointed out to the class is that the number one mistake that people make who are involved in politics is that you are an "average"voter. Weaver indicated that the majority of people don't follow politics closely nor are they fond of it. Second, Weaver noted that polling is the best way to determine the mindset of the average voter. Third, when running a campaign, it is important to get professional help rather than rely on friends, family, or do it yourself. A variety of resources for professional help were provided. Fourth, Weaver indicated it was important to know what type of campaign it was—high interest, medium interest, or low interest. Such a determination will help to identify what persuades the average voter.

Once the above four questions were answered, Weaver said that a candidate must determine the following:

      a. Why are you running? (What is your platform)
      b. How will you win? (Strategy)
      c. What will you say? (Message)
      d. How will you say it? (Tactics)
      e. When will you say it? (Timing)
      f. How much will it cost? (Budget)
      g. How do you pay for it? (Finance)

A simple strategy was provided to illustrate how a campaign can be implemented with success including what Weaver believed were better uses of your resources, e.g., yard signs vs.

mailings vs. media coverage, etc. Advice to raise money and get donors as well as follow-up strategies were also provided.

3.3.2.8   Session Eight: April 20-21, 2006 Pittsburgh, Pennsylvania

The opening network dinner took place at the Common Plea Restaurant in Pittsburgh. The corporate sponsor for the April training session was Eckert Seamans law firm via Kathy Gallagher, Esq. The focus areas in this session were: leadership training (part I and part II), dress for success—make up and dress; media, gender and politics. The speakers were Dr. Donna Greenwood, Cheryl Haus, Kelley Young, and John Brabender. We had a special guest for lunch, Mrs. Elsie Hillman.

Leadership Training

The speaker for the leadership training was Dr. Donna Greenwood. Greenwood's expertise area is industrial psychology where she helps companies select individuals to fit in the right jobs according to their skills and interests. The focus of the leadership training was learning about oneself in order to achieve power, leadership positions, and credibility. The discussion focused on preparation for power by analyzing issues of self-esteem, aspirations, visions and bases of power. Greenwood stated that in order to lead, you need power first and then give it away. At that point, you are able to create change.

With self-esteem, Greenwood said that the confidence women have usually comes from their upbringing and their relationship with their father-- when a father supports his daughter's efforts. Greenwood said it is usually the opposite parent where the support needs to come from for developing a child's self-esteem. Self-defeating behaviors also need to be analyzed when developing self-esteem.

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Greenwood noted that journal writing helps to determine areas of procrastination or patterns of behavior that are self-defeating. Also, the training focused not only on the need to know areas of strengths and weaknesses, but to be aware of levels of assertiveness, to know who you are with no apologies, and know your aspirations. Greenwood stressed that you need to have ambitions including a vision. Once a vision is set, then you are able to go and focus on achieving the vision to become a reality.

The bases of power discussed and where each participant took a test (Power Perception Profile) to see areas of power as perceived by them were coercive power, connection power, expert power, information power, legitimate power, referent power, and reward power. By participants evaluating their levels of power, further assessment and areas of growth can be identified.

Luncheon with Mrs. Elsie Hillman

Mrs. Hillman, who served as the Republican National Committeewoman from Pennsylvania for twenty-years and has been actively involved in the Republican Party for several years in so many respects (see Appendix N) came to join the Anstine class for lunch. She shared stories of her experiences in politics. She spoke of many of the wonderful times with Anstine, a great friend of hers. But, she also said that in her lifetime of politics, the people that were not the nicest to her were the women. She tried to explain that women don't always help other women and compete with one another. She reflected on petitions she needed to turn in by a deadline time to run for an office in the 1960s and the women changed the clocks an hour behind so that when she arrived she was too late to submit her petitions. She stated she was more determined the next time and made sure that her petitions were in. Hillman noted that the Anstine program was a

good training program to send the message that women can learn to help each other and work together because it was the only way to forge ahead to achieve victory. Above all, Hillman said to be kind and to respect each others differences.

She also shared with the group the wonderful Victory 1996 celebration with the Republican State Committee when a real elephant as brought in where both Mrs. Hillman and Ann Anstine were recognized for their contributions to the Republican Party. Mrs. Hillman provided me a video of the event that she spoke of at the luncheon earlier when I met her in February of 2006. On the video, Barbara Hafer stated at that event when referring to Anstine and Hillman, "Like elephants, we won't forget. Two great ladies. Two great leaders for our party. You give politics a darn good name and we are so grateful to you for your leadership" (Tribute, 1996). U.S. Senator Arlen Specter when trying to describe both Hillman and Anstine, or Bill Lamb, or a word that connected them, it was "winning." Specter stated "They are winners" (Tribute). Rick Santorum, former U.S. Senator of Pennsylvania said in 1996 at the RSC event the following:

> I think we have found out what leadership is all about from looking at Anne Anstine. It is about this Party. It is about bringing us together. It is about taking a stand. It is about fighting for what you believe in (Tribute, 1996).

Further, during the celebration as Mrs. Hillman shared briefly with our class, former Governor Tom Ridge addressed the group in 1996 when reflecting on two great women leaders in Pennsylvania—Hillman and Anstine. He remarked:

> When we are united, when we are together, when we focus on our mission of electing Republicans, when we set aside some legitimate differences that we may have as a Party on issues and we focus on capturing the White House and State House and Senate and local races, there is no stopping us. And Anne I must tell you that the momentum that we have going into this election began under your leadership several years ago. You deserve to be recognized in such a wonderful way, both of you [Anne & Elsie]. It is grand to be known as your friends. I would

not be Governor had I not had the opportunity to meet either one of you in my life's travels. Thank you very much and God Bless You (Tribute, 1996).

Dress for Success-Make Up and Dress

The two key women for this session were Cheryl Haus and Kelley Young. Cheryl Haus is a professional make-up artist. Kelly Young is the director of Saks Fifth Avenue in Pittsburgh. Three members of the class were selected to try on clothes, get their make-up and hair done and to be interviewed and taped for review by the class.

After each selected student had clothes to wear, their hair styled, and their make-up done, they were interviewed and videotaped. The camera team hired to come in provided the tools necessary for lighting, interviewing, recording, and playback on a television. The class critiqued the interviews and commented on the clothes selected and make-up/hair.

The entire class was involved in learning more about clothes styles, coloring, make-up, hair, and critiquing sessions as well as how to present in front of a camera.

Media, Gender and Politics

John Brabender, who has been noted by the Associated Press as "one of the most sought-after creative strategists in the country" directed this session. Brabender noted that every campaign can lose and every campaign can win. He said it was important to create a message and distribute the message to get the votes. He indicated there was a distinct difference with messaging in a primary versus a general election. Further, Brabender said there was a difference how men and women try to obtain information on a candidate. For example, Brabender remarked that women voters are two times more likely to go to the internet to learn about a

candidate and less likely to believe a negative ad. He also said that women don't just want an answer but rather want an understanding of the problem.

As for candidates, Brabender also commented that there is a distinct difference on how some stories are framed for female candidates. He remarked that for female candidates, what the female candidate is wearing is ten times more likely to make it into a story.

Brabender provided many samples of commercials he has done with various candidates. He said that for a good TV commercial, the first five seconds are the most important. Further, he indicated it was important with a commercial to stay to a single idea or branding. In addition, Brabender commented you don't want universal identification. Rather, you want targeted identification with your commercials. He said that the best commercials or ads run are relevant, tastefully done, and timely.

3.3.2.9 Session Nine: May 9-11, 2006 Washington, D.C.

The events for the May monthly training took place in Washington, D.C. Our Anstine class stayed at The Capitol Hilton Hotel. The topics for the month focused on the federal government and national politics. The corporate sponsor for the training session for the Anstine series was Blank Rome, LLP. There were sixteen states in attendance for the opening evening events on Tuesday, May 9th and for the Wednesday morning session on May 10th which were held at The Capitol Hilton hotel. Those states represented with leadership training programs for women were as follows: Arkansas, California, Delaware, Florida, Illinois, Indiana, Kansas, Kentucky, Nebraska, New Hampshire, New Jersey, Nevada, Ohio, Pennsylvania, South Carolina, and Virginia. On Tuesday evening there were two receptions and a dinner. The first reception was a VIP reception for thirty minutes where Torie Clark was the special guest and gave words of encouragement to all the women in attendance. The second reception that evening was for one

hour, titled the "Winning Women Reception." This second reception was hosted by RNC Co-Chair, Jo Ann Davidson. The dinner following on Tuesday evening, May 9th, featured keynote speaker Senator Richard G. Lugar from the state of Indiana. At each person's seat were a few gifts including a shampoo/conditioner set and the movie "Iron Jawed Angels." The movie symbolized some awards given out that evening titled the "Iron Jawed Angel" award which were presented by Judy H. Singleton and Jo Ann Davidson. There were thirteen recipients of this award including Lindi Harvey, Special Advisor to U.S. Senator Elizabeth Dole and Judy Van Rest, Executive Vice President of the International Republican Institute (IRI). On the DVD of "Iron Clawed Angel" was a card with a note from Judy Singleton, Founder of the National Excellence in Public Service Series. She wrote:

> We're here because of them,
> but you're here because of you.
> Thanks for your commitment to
> public service and your
> participation in our program.

On Wednesday, May 10, 2006, there was a three hour White House briefing for all of the women participants for all states in attendance. The featured speakers were: Caroline Hunter, Deputy Director, Office of Public Liaison/Homeland Security Detail on Immigration Issues; Liza Wright, Special Assistant to the President for Presidential Personnel; Lindi Harvey, Special Advisor to Senator Elizabeth Dole, National Republican Senatorial Committee (NRSC), Women's Majority Network; Judy Van Rest, Executive Vice President, IRI; and Ken Mehlman, RNC Chairman.

Hunter provided some insights into the twelve million immigrants in the United States including determining the best methods to examine the issue of an immigrant's status in the United States and citizenship. Temporary work programs, length of stay in the United States,

issues of anchor babies, enforceability programs, educational costs for children with no English language, high skilled immigrant issue, and jobs given to immigrants that no one else wants in the United States including welfare recipients not wanting these jobs or not showing up for jobs were discussed.

Wright, a recruiter for the President's team, spoke of the types of positions she tries to fill for President George W. Bush. She explained the difference between positions that require senator confirmations to "SES" positions that are senior executive service positions for mid to senior management members and Schedule C individuals which include entry-level positions to staff assistants and administrative positions to mid-management positions. Only a small number of senior positions are at the Schedule C level. In terms of her own professional development, Wright spoke of her career change due to a need to take time to work from undergraduate to graduate school. When she was asked to work for the President as a recruiter, she had a twelve month old and was six months pregnant. She said although it was a huge adjustment to work full-time from part-time she indicated that working for the President was an honor and she works for an incredibly collegial staff. She described the President as the most passionate, intelligent and humble person she has met who is not only disciplined but has a great sense of humor and shows a human side. She provided guidance for those interested in how to apply for positions within the federal government.

Harvey, Special Advisor to U.S. Senator Elizabeth Dole provided guidance regarding the Women's Majority Network and the role of Republican women. She provided everyone with a packet on the Women's Majority Network and discussed the need to support the senatorial candidates due to over thirty seats up in 2006 with some tough races. Many statistics were provided about women by Harvey including the following:

<u>**Statistics on Women and Finances**</u>

#1-4 are from the book written by Tom Peters (2003) titled *Re-Imagine!*

1. Women control 51% of the New York Stock Exchange
2. Women manage 83% of the household income
3. Women are responsible for 85% of all purchasing of goods & services in the United States. We purchase for ourselves, our families, and our companies
4. Women will inherit 85-90% of the nation's wealth in the next 10 years, which amounts to $133 trillion

#5-10 are from the National Women's Business Council (federal agency; www.nwbc.gov)

5. Women-owned businesses are the fastest growing segment of the U.S. economy
6. Women are starting businesses at twice the rate of men, which amounts to 400 new businesses per day
7. Women of color are starting businesses at six times the rate of men
8. There are 10.6 million businesses owned by women in the United States
9. Women-owned businesses employ 19 million American workers
10. Women-owned businesses generate over $2.5 trillion in U.S. economy each year

I received these stats more specifically via e-mail on May 17, 2006 from Harvey after I returned home and requested the same for a commencement speech that I was asked to give to a high school on May 28, 2006. I wanted to share these statistics on women with the young ladies in the graduating class to show how times have changed in the 21st century for women (L. Harvey, personal communication, May 17, 2006). Since my contact with Harvey for the statistics, I also had the opportunity to meet with her again in September of 2006 when I was selected for the U.S. Senate Leadership Summit for Young Professionals in Washington, D.C. and in December of 2006 when she invited me to a women's luncheon and holiday White House tour.

Mehlman, Chair of the RNC spoke of the four goals he had when he became chair of the RNC. He also indicated that our country is at a crossroad with a new war, a terrorist war with a threat to freedom. Mehlman indicated that there are changes with how systems work and there is a need to be interconnected at the state and local levels. Many challenges face this country Mehlman noted. He said that in this world economy there are many challenges including addressing the issue of social security since there are more retirees than workers. With the information age, Mehlman commented that there are many new forums to receive information and people listen to sources they believe are credible and ones they trust. He ended his presentation by stating that politics is a very important and honorable profession to be involved in where we can all be a part of it to make our moment decisive.

The last speaker Wednesday morning, May 10th was Rest, Executive Vice President of IRI. She described the mission if IRI including providing assistance to as many as 50-60 countries at any time by fostering grassroots, political party training, establishing of democratic systems, message development, how to prepare campaigns, and conducting civil society programs with a special emphasis on women's programs. Each of the women present from every state in participation received a packet from her about IRI. Rest concluded her presentation with the thought that it was the women that day in the room listening to her, incredibly talented women, that were her inspiration as to why she does what she does all over the world.

From noon forward, the Pennsylvania group of women from the Anstine program had their own schedule of events starting with a lunch with the Pennsylvania's Congressional Delegation where members of congress came to visit during the lunch to share a few words with the women in the program. After the luncheon, Margaret Parker, President of The Alexander Company spoke to the group.

The group of women in the Anstine program then departed to the National Republican Senatorial Committee Office where Senator Rick Santorum and members of the National Republican Senatorial Committee spoke.

Subsequently, a stop was made to the National Republican Committee office. During this visit, featured speakers were: Jo Ann Davidson, Co-Chair, RNC; Mina Nguyen, Director of Government Affairs, RNC; Ann Robin Anthony, Small Business, RNC; and Sara Dille, Women's Outreach, RNC. A tour was also given of the facilities including the TV/media room where live coverage comes from the RNC.

Nguyen gave us a snapshot of her background and how she came to work for Mehlman at the RNC. She also discussed her involvement in "W Stands for Women" and her focus at the RNC headquarters including focusing on the contrast in choices between the different political parties. Anthony spoke of her involvement with the RNC including coalition outreach. She also shared that in 2006, 54% of the voting population were women. Davidson, the Co-Chair of the RNC said her biggest goal was to have women in leadership positions in whatever capacity they wanted to serve. Davidson found that many women don't run for office because they don't feel they are "qualified" but she has never heard a man say he was not qualified. Davidson noted that at times, women are sought out to run a race for a "throw away race" or as a "sacrificial" lamb rather than for races where women would be more successful. She commented that women have a more difficult time with running and being a woman can be an obstacle and there are two obstacles if you are a woman and black. However, she encouraged all of us to continue to pursue our involvement in the political process and thanked us for being a part of the Excellence in Public Service Series where there is now over 1000 women that have taken part in the program across the United States.

That evening, a dinner was held at the Capitol Hill Club where the corporate sponsor was Klett, Rooney, Leiber and Schorling via government relations specialist Robert Shuster. The host who provided the opportunity for many other members of Congress to attend to meet all of us was Congressman Bill Shuster of Pennsylvania. Several congressional members came to the dinner to speak and share stories of their time while serving in office, how they ran for office as well as obstacles that they needed to overcome including: former Congressman Bud Shuster, Pennsylvania; Congresswoman Nancy Johnson, Massachusetts; Congressman Patrick Henry, North Carolina; Congressman Thaddeus McCotter, Michigan; Congresswoman Thelma Drake, Virginia; Congresswoman Jo Ann Emerson, Missouri; Congressman John Sullivan, Oklahoma; and Congresswoman Illeana Ros-Lehtinen, Florida. One of my classmates, Debbie Shuster-King helped to facilitate this dinner as well since her brothers are Robert and Bill Shuster and her father is Bud Shuster.

After the dinner, Congressman Bill Shuster provided an additional benefit by arranging a visit to the home of Congresswoman Katherine Harris, where participants of the Anstine program could continue to mingle with additional members of Congress and guests of the Honorable Harris.

On Thursday, May 11, 2006, another full day of sessions were held for women that were a part of the Anstine Series. The day began at 8 a.m. and did not end until after the dinner that evening which started at 6 p.m. All of the day events occurred at the offices of Blank Rome Government Relations at the Watergate Building in Washington, D.C. The speakers for the day included: Diana Slifer, Esq., associate with Blank Rome & Anstine Alumna, Class of 2003; Barbara Comstock, Principal, Blank Rome Government Relations; Edwind J. Feulner, Ph.D., President, The Heritage Foundation; Melina Farris, President, Capitol Resources/Looking Glass

Productions; Kellyanne Conway, President, The Polling Company; and Peter Holran, political strategist, Wexler & Walker Public Policy Associates.

Slifer, an attorney with Blank Rome as well as an alumna from the Anstine program helped facilitate the accommodations at Blank Rome in Washington, D.C. for the participants of the 2005-2006 class. She spoke of how she became more actively involved in the political process. She also reminded all of us that it was important for us all to seek out mentors and reach up the ladder for help when needed. Yet, she pointed out that it was equally important for each of us to reach down the ladder to help others along including helping other women.

Comstock, the Principal for the Blank Rome Government Relations department shared experiences with all of us as well. However, she stressed with messaging that it was important to have three main points of why a particular candidate is good. She also provided dress for success advice and her experiences with attending the Leadership Institute for a congressional component and suggested this training program was very good for those interested in additional leadership training in particular areas of interest.

Dr. Feulner, President of The Heritage Foundation, spoke about many things. There were a few areas which made an impression for me. First, Feulner spoke about the power of ideas motivating and moving the whole political arena. He also asked the rhetorical question as to how you keep candidates to keep their promises. Third, he spoke about the principal papers provided by The Heritage Foundation and the six questions that are posed in the book *Getting America Right* (2006) which he co-authored with Doug Wilson. He asked these questions:

1. Is it the government's business?
2. Does it promote self-reliance?
3. Is it responsible?
4. Does it make Americans more prosperous?
5. Does it make it safe?
6. Does it unify us?

Many areas of concern were discussed by Feulner including issues focused on spending/entitlement issues, national defense, educational choice, and health care.

Farris, President of Capitol Resources/Looking Glass Productions proposed to the women in the Anstine class many questions about our fears, leadership, confidence, and supporting other women. She provided each of us with a card which said the following:

<div align="center">

"**The Secret Fears of Successful Women**"

Fear of Asking
Fear of What Other People Will Say
Fear of Not Being Homecoming Queen
Fear of Money
Fear of One More Thing
Your Secret Fear
(Farris, 2005)

</div>

Fear of asking:

She stated that politics is all about asking for votes, money, time and is a 24/7 business. Farris went on to say that a good female role model who is a great "asker" was U.S. Senator Elizabeth Dole. But for many women, Farris commented that women don't measure up to men with asking. She noted that men don't apologize, don't fret over no, are confident and are assured to the point of sometimes being arrogant, but they also demonstrate they can get the job done.

Fear of what other people will say:

Farris noted that leadership is the strength and conviction in our own personal ability to do what we are capable of doing. She indicated that men decide things by just doing it while women decide at times by going on and on with a self-analysis including receiving much contradictory advice and questioning their competence. Farris noted that women need to focus on "good" rather than "perfect." She noted that "perfect" can become the enemy of "good" where women want perfection but can never achieve it. Women need to in Farris' opinion to say "it is good enough." She said that politics taught her that "good enough can win" and quoted Churchill, "action this day." She reminded all of us to always focus on the goal and have courage for our convictions.

Fear of not being homecoming queen:

Farris tried to stress that no matter what position we take or a decision we make we will anger people or we will polarize. She commented that a person's beliefs will cause people to take positions and we should be OK with that. By definition, Farris noted, we cannot be a homecoming queen and that in politics, there is no need to be. She remarked that we must have a vision and be competent about where we want to go. She also said that we should always remember that 50 + 1 wins in the political arena.

Fear of money:

Farris stressed the saying "early money is like yeast." She stated that women are not using their own network of women but should. She indicated that we should bring women in first and then reach out to others.

Fear of one more thing:

Farris posed the rhetorical question to all of the women in the room "How many people are tired in this room?" She noted the common denominator with women is that we are all exhausted. But, she said that politics is about being strategic. She was upbeat and said that we can't sulk—rather, we must lead.

Your secret fear: Example -- Fear of failure

Farris said that each of us must analyze how we help ourselves in the process. When referring to our group of women in the class, she remarked that we wouldn't know what we had around the room (in terms of talent/skills of each woman) until we didn't have it anymore. Further, Farris stated that at times, there will be life issues that will center us and will put our work/political obligations in place for us. Just as importantly, Farris indicated that since we don't know what will come down the pike tomorrow, that we must remember to be enthusiastic about today, have fun, and enjoy what the day offers.

Conway, President of The Polling Company, tried to explain good ingredients of a poll and how polls are violated. She indicated it was important in a poll to have questions that give you choices where you have the opportunity to weigh the options and consequences. Essentially, Conway said that the polling questions that ask you to render opinions must be ones that offer you the ability to have an opinion. She also said because the art of polling is transparent but the

science of it is not, it is necessary to have a method to validate the information or a methodology. In addition, Conway said the polls are limited predictors. Polls are snapshots in time that are least useful to determine outcomes but most useful on how to win. As for exit polls, Conway noted that since exit polls are self-reported that such a poll must be in the double digits to even be considered remotely valid.

Holran, political strategist for Wexler and Walker, was the final speaker at Blank Rome prior to the group leaving for dinner. When trying to describe the job of a lobbyist Holran said that a lobbyist produces nothing, invents nothing, and creates nothing. Holran stated lobbyists merely translate information given to them and then provide the information to the people they deal with. Being a lobbyist is something you can learn. However, Holran noted that one needs to understand the process of being a lobbyist and to be able to digest information that is presented to you to be effective. Understanding the process of lobbying in Holran's opinion is more important than what you know or who you know.

There were many benefits and lessons learned from these speakers including each participant receiving stationary engraved with their name on it and a pen compliments of Blank Rome and a book from Dr. Feulner "Getting America Right" which he co-authored with Doug Wilson.

The last event of the evening was the celebration reception and dinner hosted by the Anstine Series. The event took place at "Olives" and other guests came to this dinner including Elizabeth Reynolds, the daughter of Anne Anstine as well as two of Reynolds daughters.

3.3.2.10   Session Ten: June 11-13, 2006 Hershey, Pennsylvania

Arrival of most participants to the Hershey Hotel was on Sunday, June 11th. However, the events for the program did not start until 10 a.m. the next morning. After opening remarks by the

Executive Director, Bernadette Comfort, each member of the class was to stand up and speak to the rest of the class by answering three questions:

1. Where did I start?
2. Where have I arrived?
3. Where will I go?

When many of the participants, including the researcher, answered the above three questions, it was an emotional time. The answering of these questions by many in class, including myself, was an emotional time. For ten months, the women in the class were together. Although there were times that were not as collegial as could be during the ten month period, the class as a whole was close and the time together and the training was incredible. It was truly an experience that was memorable, exciting, and provided for many such as myself, access, experiences, knowledge, and opportunities that would not have otherwise occurred including many new friendships, relationships, and new acquaintances. The program for me exceeded my expectations in so many respects.

After each of us had the opportunity to answer the three questions as noted above, the Founder of the program, Christine J. Olson, spoke to all of us. Olson said that "life is about opportunities, connections and putting it all together" (Olson, personnel communication, June 12, 2006). Olson provided to the Anstine women, including for the class of 2006, an opportunity of a lifetime. Every element of the program was phenomenal. Olson was the creator and visionary leader for the program. Comfort made it a reality. Comfort made sure that every aspect of the program was top notch and first class.

The keynote speaker for the Anstine luncheon that day was retired Rear Admiral Marty Evans. Evans provided a lot of practical and valuable advice to the women in the Anstine program. She spoke of an Italian proverb to try to describe the essence of people which went

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something to the effect of "when we are all six feet under, we are all equal." Evans noted that it was important to be the best you can be where we find ourselves. She noted that we were not only a product of the innate but that it was important to also work on our talents as well. Hence, the only way to get better at a skill such as leadership was to work at it, hold true to ourselves so that the best product is that of our own ability. Evans said that each of us should "bloom where we are planted." When examining where we are Evans said it was important to ask the "how" of what each of us was doing today to make the best of the times, to determine what we were nurturing, and how we were assessing the quality of life that we were making for ourselves as well as for those around us. Evans shared her own seven point paradigm for leadership as follows:

1. *Be the best you can be*

   Evans said that it was important to be the best in your mind, your soul, and with your body. Intellectually, one must be reading, be conversant, and nourish the mind. As for the soul, Evans said that one's spirit is just as important. She remarked you need to nourish the spirit including evaluating relationships and toxic situations. If you don't, there is a chance you will be drifting. She said you need to be around people that promote positive values so it is important to consciously put yourself with people that are positive and reinforce the best in you. Evans also stated that we all juggle a lot and that it was important even with the juggling to take care of the body. Thus, Evans said that each of us must work systematically to improve who we were.

2. *Seek a mentor*

   Evans noted that it was important to keep track of people similar to ourselves and stay involved in networks. She said each person will have times in their life that will pose new challenges or opportunities. Mentor relationships will vary with some formal where other relationships may just be one conversation. If there is a particular issue of interest, she said for us to go to a think tank to learn and understand it better with people that have the same or similar interests.

3. *Be a mentor*

For Evans, she said that it is hard to pay back people that have helped her and the only way to try is to pass it on to others. She noted that gifts pale in comparison to passing on help to another.

4. *Have a vision*

Evans said know what you are aiming for. It is possible Evans commented to not have specific outcomes yet have a vision of where you want to have impact such as in the political process.

5. *Seek continuous improvement*

Evans remarked that as each of us work in different situations, that it was always important to seek improvements in the environment around us. She said that we each have an obligation to try to improve on the status quo and that the most damaging phrase in the English language was "It has always been done this way." She said it was important to challenge the status quo to make things better and that the height of lunacy was to expect a different outcome by doing things the same way.

6. *You get back reflected what you are projecting*

Evans stated that we must project out the positive. She said if we project out the negative, we will be surrounded by negativity. She referred to Walt Disney and his success of having a dream to make it a reality. Evans remarked that Walt Disney said that his dream all started with a mouse.

7. *The function of a leader is to keep hope alive*

First, last, always. Evans said that if we were not ready to give people hope, then we were not ready to be a leader to find a better way to give hope for a better day.

Evans ended with a poem that I don't recall in full text by poet James Russell Lowell from the 19th century but the last part of it went as follows: "Not failure, but low aim, is crime."

When Evans opened the floor for discussion she spoke of some of her trials and tribulations during her career. But, she said she picked her battles carefully and said that research suggested that it was better to go through the process in a job where you have some opportunity

for some impact and promote positive changes rather than leave because of the negativity and criticize the organization from the outside. She said it was important to know how to strategize and address a problem and to provide some recommendations for improvement.

A class picture was taken and a graduation dinner took place at The Hershey Hotel where all of us were staying. Many political figures and those involved in the political process came to the graduation including alumnae of the program. Evans was the keynote speaker for the graduation dinner and one of our classmates was the commencement speaker for the event as selected by the class. Each of us received a Certificate of Achievement for completing and graduating from the Anne B. Anstine Excellence in Public Service Series for the Class of 2006 and a picture was taken with the Founder, Olson and the keynote speaker, Evans.

Tuesday, June 13, 2006 was an optional day for classmates and alumnae to come together to talk about the program and how to make it better and what each of us could offer the program. After welcoming and opening remarks by Olson and Comfort, there was a session for Anstine Alumnae and Anstine board members. Each one of us in attendance spoke for about three minutes telling all:

- Who you are? What class?
- What you bring to the network? (i.e.: how can you help others in the network; what are your areas of expertise)
- What you need from the network?

Following this discussion, a panel of Anstine Alumnae took place with seven alumnae who have run in an election previously or who were currently running a race. The stories and experiences shared by the women helped all of us to see what happens during a race, where support is necessary, what types of hurdles to expect, and of course, to some degree, how does being a woman impact on the race and comments made by others to a woman candidate. One

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alumna that was running at the time was challenged in part because of being away from home campaigning when she had a teenager son while one of her male opponents had several children and was not challenged by the media in the same way. In part, the need to explain the balancing of family and work by a female candidate as compared to the male candidate or why female clothing attracts attention for media articles rather than the substance of a message demonstrates a few areas of disparity given to women in the political arena. Brabender confirmed these experiences of the Anstine women when he said to our class in April of 2006 on the topic of gender and media that messaging for women candidates is different including women's attire ten more times likely to make a media story (Brabender, personal communication, April 21, 2006). Even former "Today" co-host Katie Couric felt this type of slight after having fifteen successful years at NBC when she was asked by the press a question about what she was going to wear when she started her new position as the first female solo anchor for an evening network by joining CBS's team (Gliatto, 2006). Gliatto (2006) noted that Couric "smiled tightly 'You're kidding, right?' she said, clearly preferring questions about her work, not her wardrobe" (p. 43).

The experiences shared by the Anstine alumnae about their running for a political office are examples where females are viewed differently in a traditional male work environment and of which have been documented by empirical research. Female access to male dominated environments where leadership and authority have been traditionally characterized by a male model and masculine language have posed women to be placed in a "double-bind" or confronted with "double-discourse" (Litosseliti, 2006a; Martin-Rojo and Gomez Esteban, 2003; Litosselitli, 2006b). Litosseliti (2006b) said that the "double-bind" dilemma appears to make no-wins situations for women in that "it seems, that, even in leadership positions, women are faced with having to justify their presence and their achievements, and with being measured against

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different norms to men" (Lotosseliti, 2006a, p. 45). Rowe (1998) tried to describe the double-bind dilemma as follows:

> Where have all the smart women gone? They went to a Country Called Double Bind. This is not a literal country, but a place many of us understand on a deep level because we have been there ourselves. The Country of Double Bind is a symbol for the dilemmas women find themselves in, especially if they happen to be smart and competent. As they strive to achieve professional success and recognition, they still feel societal pressure to assume more conventional roles. In a Country called Double Bind there are four lands. These four lands are the Land of Lost Dreams, Land of Sexism, Dumbing Down, and No Cracks Allowed (pp. 12-13).

During/after a luncheon, the last segment of the alumnae and board member gathering comprised of a "workshop" session where we broke out in groups to work on the future of the Anstine Alumnae Network and the Anstine Series in general. The areas or topics of focus were:

- Anstine Alumnae Continuing-Ed Program/Alumnae involvement in the Anstine Series
- Marketing/Development for the Anstine Series
- Anstine Series Curriculum

The day workshop with Anstine alumnae and board members ended with committee reports and discussion by Comfort and wrap-up comments by both Olson, the Founder, and Comfort, the Executive Director.

3.3.2.11 Additional opportunities:

The Anstine program has been in many respects a blessing for me. My entire life has been devoted to learning, achieving, and trying to be involved including within the political process. Given my rural surroundings and upbringing, the program provided a way for me to have experiences with people across the Commonwealth and beyond. It has provided me an education like no other that I have had. I have experienced other parts of the state, different environments,

different types of professional people, different types of career choices by others, learned how different parts of the state function differently in the political process, and I learned more about myself within the political process. All of these experiences and knowledge would not have been acquired or possible but for my participation in the program.

There were too many people that I met this year to name all that have had an impact on me. Some of the special opportunities I participated in as a result of the program were as follows: met Governor Linda Lingle of Hawaii and former Governor Tom Ridge of Pennsylvania in Philadelphia; attended a special luncheon for U.S. Senator Rick Santorum with U.S. Senator John Kyl of Arizona at the Duquense Club in Pittsburgh; met U.S. Senator Elizabeth Dole at a luncheon after I graduated at the Duquense Club; I met with Paul Vallos, CEO, Philadelphia Schools as a result of a class member introducing me to someone in a different context that was a good friend to Vallos; and met with Supreme Court Justice Michael Eaken. My ambassador in the program, Jen Burkett, was wonderful and she and her husband helped me at a critical time of need that I will be forever grateful. My mentor, Senator Jane Orie, continues to be apprised of my endeavors and has been supportive. I acquired so many friends inside and outside of the Anstine network including with legislators, lobbyists, and strategists. In addition, I have maintained relationships with some of the speakers/trainers of the program as well. Perhaps my biggest "male" mentor that has offered so much advice to me during my participation in the program and since that time is Dave Patti, CEO of Pennsylvanians for Effective Government. His advice has been and continues to be invaluable as I tread new waters within the political arena. Moreover, I was one of the coordinators for the Swann for Governor campaign for my county and helped with other races including those for my Anstine sisters. At the federal level, Lindi Harvey, Special Advisor to U.S. Senator Elizabeth Dole, has been very helpful and

supportive as well as included me in the opportunity to network with other influential women in government and in the private sector including a White House tour in December of 2006. Jacqueline Genesio from U.S. Senator Rick Santorum's office was also helpful throughout the year including my attendance at the Professional Women's Conference on the Hill in April of 2006 which was hosted by Santorum. Finally, because of my being involved at a heightened level in the political arena, I was one of a few selected from Pennsylvania to participate in the first U.S. Senate Leadership Summit for Young Professional in Washington, D.C. in September of 2006. The conference provided a forum for more than 300 young professional from across the nation to discuss legislative issues with senior members of the United States Congress and nationally recognized policy experts. The experience was another opportunity that I may not have had but for the program and U.S. Senator Rick Santorum selecting me to participate.

After hearing Olson speak at the beginning of the program and seeing her throughout the program and realizing how much she has given of herself and of her own personal assets to help see all of us succeed as well as the hard work of Comfort, the Executive Director, to make the Anstine program a model of success for so many women, I wanted to give something back with one of my talents. I wrote lyrics to the song "God Bless the USA" to try to capture the essence of the Anstine program as follows:

If I could choose a sisterhood
Where I felt that I belonged
And where I had the support of friends
To help to keep me strong
To be there in a race
To walk along side of me
To bring women representation
That will change our policies

Yes I am proud to be an Anstine
Where there are no limitations
As to what can be accomplished
Only success from our creations
And I'll support my team of women
and defend their efforts today
so tomorrow will bring our children
to live in a better place

From the ideas of Christine
To the efforts of Bernie
Across the state of Pennsylvania
Women are our shining stars
From Erie down to Pittsburgh
Across to Philadelphia
There is pride in every Anstine heart
And its time we stand and say:

Yes I am proud to be an Anstine
Where at least I know I'm heard
And I won't forget my dreams or hopes
Or who helped to give me courage
And I'll gladly stand up
Next to you
And be proud to be seen
Cause we will win the race of races
Thanks to you Bernie and Christine!

Yes I am proud to be an Anstine
Where at least I know I'm heard
And I won't forget my dreams or hopes
Or who helped to give me courage
And I'll gladly stand up
Next to you
And be proud to be seen
Cause we will win the race of races
Thanks to you Bernie and Christine!

3.4   PROGRAM IMPACT ON PARTICIPANTS: EXPECTATIONS, VOICE, AND

NETWORKING

There were sixteen participants in the 2005-2006 class which included the researcher. The make-up of the class was 14 Caucasian females and 2 African American females from across the Commonwealth of Pennsylvania. The counties represented were: Allegheny, Blair, Chester, Clarion, Clearfield, Cumberland, Dauphin, Delaware, Erie (2), Lehigh, Monroe, Montgomery (2), Philadelphia, and Somerset. The careers of the women selected for the 2005-2006 class varied including: attorneys, professor, executive director in large company, government employees at state and local levels; director of government affairs; consultant; owner of communication business; former manager/engineer; deputy manager in transportation related business; finance director; former chief financial officer in health industry now business owner of consulting firm; and vice president in public policy arena.

Consents to participant and questionnaires were sent out to all of the participants in the 2005-2006 class, less the researcher. All fifteen members of the class sent back the consent to participate. However, only twelve participants completed the questionnaire by the requested final deadline. Each member that participated was assigned by a number to protect their identity and anonymity. Follow-up was provided by the researcher to determine those interested in participating on a voluntary basis. Those that did not complete the questionnaire had every intention of doing so but given the dynamics of the women in the class, their professions, and personal situations, some did not have the time necessary to complete the open-ended questions. The overarching research question that was the premise of the questionnaire was:

How did the program enhance each participant's voice, networking skills, and their expectation of themselves and of the program?

The questions posed to each participant to help answer the above research question were as follows:

1. What motivated you to apply to the Anne B. Anstine Excellence in Public Services Series?
2. What were your expectations of the program prior to the first class meeting?
3. What are your opinions of the program now that you have graduated?
4. What were your expectations of yourself in terms of where you saw yourself within the political process and your involvement when you submitted your application to be considered for the program?
5. How did your expectations of yourself change within the political process because of your involvement in the program?
6. How would you say your voice changed from the time you entered the program to when you graduated from the program?
7. How would you say the program offered networking opportunities to you?
8. How did you engage in such networking opportunities?

The questionnaires received from the participants can be found in Appendix D. The responses provided to the eight questions as posed in the questionnaire by those participants that sent their questionnaire back are summarized in chart format and then in summary form as follows:

3.4.1 What motivated you to apply to the Anne B. Anstine Excellence in Public Services Series?

Question 1:
What motivated you to apply to the Anne B. Anstine Excellence in Public Service Series?
#1010   • help community through public service   • desire to improve leadership skills   • network with people in political arena to further future political aspirations
#1020

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• needed avenue to facilitate more political involvement
• program motivated me not the application process
• needed environment to motivate me to become more politically involved

#1030
- needed forum to learn more about politics
- wanted to become more involved in state politics

#1040
- a continual learner and thought program would offer me ability to learn more about the political arena
- acquired application packet at a women's political fundraiser

#1050
- wanted to learn more about running for public office through a training program
- found program on internet through a google search

#1060
- interest in local politics
- wanted more training to help with local races
- political involvement at federal level spurred interest to become more active participant in political arena
- saw program as way to become more active in political arena

#1070
- heard program was excellent
- wanted to experience first hand what the program had to offer

#1080 Not received

#1090
- told by a veteran in politics of the program and encouraged to apply
- wanted to learn more about political process and program covered areas where needed more knowledge
- did not run previously for office when opportunity arose because felt didn't have experience or knowledge of political process

#1100
- learned about program at a political event and encouraged to apply
- program offered opportunity to have more formal training of political process

#1110
- to enhance my participation and learn how to best utilize my skills in political process including implementation and influencing decisions
- increase my network and professional contacts
- to learn more about public policy and legislation

#1120
- to become more informed of political arena
- to learn how to become more involved in political process
- to learn how to enhance leadership skills

#1130 Not received
#1140 Not received
#1150
• to acquire leadership skills   • to enhance political knowledge

The four largest areas of what motivated the class participants from the 2005-2006 to apply to the Anne B. Anstine Excellence in Public Service Series were: to have more political involvement, to gain leadership skills, to have more formal training within the political process, and to learn more about the political process or how to utilize personal skills within the political process.

Those participants that wanted more political involvement found the program to either be a vehicle to motivate them into more political involvement, a tool or enhancer to become more active or a way to "learn" to become more involved in the political process with one participant wanting to learn about public policy and legislation. Those participants wanting more leadership skills identified in two instances the desire to "enhance" or "improve" leadership skills while one participant wanted to "acquire" leadership skills.

Three participants voiced the desire to have more formal training with one of the three finding out about the program through a google search when looking for training programs. The desire to have formal training varied on the question "why" with one participant wanting to help more in local races, one wanted more training to increase knowledge of the political process, while the third wanted more training to learn how to run for office.

To increase networking opportunities was voiced by two participants as a partial reason to apply to the program but the reason for additional networking opportunities varied with one

wanting the contacts to pursue personal political aspirations while the other participant voiced a general desire to increase her network and professional contacts.

An overall desire to "learn" about some aspect of the political process or to "learn" how to improve self in some capacity is throughout ten of the twelve surveys received as a reason why a participant would apply to the program. Word of mouth comments provided to some of the participants about the program initiated in part their involvement to apply to the program with one receiving an application at a women's political fundraiser, one heard the program was excellent and wanted to experience it first hand while two heard about the program at a political event or by a veteran in politics and both were encouraged to apply. One applicant wanted to participate in part in the program to help her community more effectively through public service.

3.4.2 What were your expectations of the program prior to the first class meeting?

Question 2:
What were your expectations of the program prior to the first class meeting?
#1010 • a way to meet other women who share similar interests • learn more about local, state, and federal government • increase personal growth and public service skills
#1020 • increased education of political process based on diverse program curriculum • increase networking opportunities • receive encouragement and support from other women from program
#1030 • to learn more about "nuts & bolts" of a campaign • to learn about state government • expected to work with group in projects
#1040   to be exposed and increase knowledge in wide range of areas within political process

#1050
• how to run an effective campaign at the local, state or federal level • increase network of contacts • increase network of women who share interest in politics
#1060
• viewed program as a "mini poly/sci course" • to learn more about various areas of the political process and government • meet people across Commonwealth and learn how other parts of state work within political process
#1070
• no initial expectation • had open mind to learn and acquire new information and had desire to increase personal knowledge base
#1080 Not received
#1090
• low expectations due to prior leadership training experiences • wondered whether program would be an anti-male program to arouse women involvement • after first session, perception changed and was thoroughly impressed by program • realized program was top notch to prepare women for public service--"Executive MBA of Politics"
#1100
• no specific expectation of program • desire to learn more about political process • wanted to learn how to piece all aspects of the political process from grassroots, to fundraising, to running an effective campaign • to use knowledge acquired to possibly obtain leadership position within political party
#1110
• unsure • although familiar with agenda not sure how players involved or how would impact at personal level
#1120
• to become more effective leader • to become more involved in political process
#1130 Not received
#1140 Not received
#1150
• increase knowledge of various levels of government • learn how to run an effective campaign • learn skills to be an effective leader

The desire to learn more about government or the political process were the most common expectations of the program. The various ways posed by the participants to learn more about the political process or government were: to learn more about local, state, and/or federal government; learn various areas of political process; learn "nuts and bolts" of a campaign; learn how to run effective campaign; to be exposed to a wide range of areas in the political process; learn how the "pieces" of the political process fit together; and learn how other parts of state work within the political process. One participant commented that an expectation of the program was to become "more involved" in the political process as a result of taking the training program. Two participants had as a partial expectation to learn skills to be an effective leader. One participant viewed the training program as a "mini poli/sci course."

The ability to meet new people or network came across in various ways to this response. Two specifically responded to increase networking contacts or opportunities including one of the two also wanting to increase her network of women who share similar interests in politics. One other participant didn't use the word "networking" but expressed the desire to meet other women with similar interests as well. Another participant wanted to meet people across the Commonwealth.

Three participants in part responded that they either had no specific expectation, no initial expectation, or a low expectation for the program. Of the three that responded in such a way, the one participant with the "low" expectation of the program who thought perhaps the program was designed as an "anti-male" course to get women motivated to be involved in political process made an additional comment to this question. She stated that her perception changed after the first class to believe that the program was run "top notch" and described the program as an

incredible way to prepare women for public service and coined the phrase for the program—
"Executive MBA of Politics."

One participant commented that part of her expectation of the program was to increase her personal growth and public service skills. Another viewed the program as a way to receive support and encouragement from other women. One expressed an expectation of the program to provide the additional knowledge necessary to possibly obtain a leadership position within the political party. Finally, one participant expressed an expectation from the program to work in groups in projects.

3.4.3 What are your opinions of the program now that you have graduated?

Question 3:
What are your opinions of the program now that you have graduated?
#1010 • benefited greatly from speakers and participants regarding leadership techniques • learned skills to enhance public service endeavors • acquired friendships with quality women
#1020 • would recommend program for all women regardless of age • the experience provided to women is one that no woman would want to miss
#1030 • excellent learning experience • learned more about myself • was exposed to experiences not previously encountered and learned from such experiences
#1040 • great program • areas where could improve include more individual attention and guidance on how to stay actively involved • would like to see satellite opportunities given the distance for some members to attend functions

#1050 • allows women to have opportunity to have access to people with power and influence in Pennsylvania politics • an alumna should be able to develop and maintain a network of political contacts which can help with future growth in party via leadership positions or more involvement in grassroots or paid positions • if an alumna stays active, the alumna should be able to develop own circle of political relationships and friendships
#1060 • program offered a wide variety of areas to learn about in the political arena including campaign strategies and how to "ask" for financial support • expectation exceeded with personal interaction with class members, mentors, and tutors • learned from stories shared that program provides tools but only through perseverance, hard work, and patience will success be possible and recognize that one's location may impact on ability to be successful in politics
#1070 • obtained some benefit • shyness and at times inability to voice thoughts may have prohibited from utilizing program to fullest • perceptions of how others perceive one impact on interactions and involvement in program
#1080 Not received
#1090 • program model for success and "stunningly effective" • proud to be an alumna and share/introduce self as one • three key objectives met with program: build knowledge, contacts/network, confidence • areas of study that were addressed: "leadership (developing a personal style and presence), the workings of government (local, state, federal), the business of the political process (campaigns, fundraising, election law, etc.)" • each woman graduate is armed with a minimum of 150 contacts that will recognize when spoken "I'm an Anstine alumna from the class of…" and will listen or respond to such a remark
#1100 • program exceeded expectations • better understanding of grassroots, fundraising, message, voter perception, and how the process works • better understanding of self • greater appreciation of the meaning of networking and how it is purposeful

• learned that networking is a give and take situation with goals and objectives and not just a meet and greet experience
• politics is a business and should be treated as such
• recommend program to any woman interested in becoming more politically involved regardless if as a potential candidate or as a participant or volunteer in a campaign
#1110
• gained extensive amount of theoretical knowledge
• met some wonderful people
• materials presented helpful including in areas of personal leadership, political and electoral theory, election law, and campaign finance
• would like to get more specific information on how to prepare finance reports and track donations on publicly accessible websites
• would like to learn more or obtain information on HAVA issues
#1120
• great program
• program provides for women a forum to network, learn, and discover their own leadership abilities
#1130 Not received
#1140 Not received
#1150
• felt entering program was one of best things done personally
• learned a lot about self
• gained a lot of confidence as a woman and personal capabilities
• learned a lot about various levels of government and other aspects within political arena
• friendships acquired and opportunities for advice from new friends will be there forever

The most common opinions of program were that the program was great, it exceeded expectations, there was a better understanding of self including increased confidence, many lasting friendships have been acquired with women and others, networking was available and women should have had ability to acquire many new contacts, and program offered an environment to learn about many aspects of the political process including better understanding of levels of government, grassroots, messaging, voter perception, campaign strategies, personal leadership, campaign finance to "ask", election law, and other aspects of political arena.

Two participants specifically said they would recommend the program to any woman interested in the political process from volunteer to a potential candidate and another said it was an experience that no one would want to miss. One participant said the three objectives of the program were met in areas of building knowledge, contacts/network, and confidence.

Some commented about "network" in greater detail to indicate that the access to powerful and influential people was important and that a participant should have been able to acquire many new contacts and friends from the program itself and others. One participant noted that each participant should have been able to have at least 150 new contacts and would recognize the phrase when spoken "I'm an Anstine alumna from the class of…" and to be able to engage in a conversation or dialogue from that phrase. Another participant noted that she acquired a new appreciation for the meaning of "network" and realized that it was not just a "meet and great" but rather a give and take relationship which had goals and objectives. The same participant commented that politics is a business and should be treated in that framework.

Perhaps the most telling comments of success comes in "catch phrases" provided by the participants. One commented the program was "stunningly effective" and she was proud to be an Anstine alumna and introduce herself as an Anstine grad. Another stated it "was one of the best things I have ever done" where the participant learned about herself and gained a great deal of confidence in who she was as a woman and in her personal capabilities.

Growth in leadership skills or discovering leadership abilities was also a smaller theme but one that was mentioned a few times. Another didn't state exceed expectations but commented that it was an excellent learning experience. One participant noted she learned skills to enhance her public service endeavors. Being exposed and learning from new experiences not previously encountered was voiced by one participant. The telling of stories by the instructors

helped one participant to conceptualize what was needed to be involved in the political process but recognized that one's location may be a factor in any political engagement.

Areas where some participants would like to see additional growth in the program or areas some would like additional information were: guidance on how to stay actively involved; more individualized attention; satellite opportunities for distance members; additional information on how to prepare finance reports and track donations publicly; and learn more or obtain information on HAVA issues.

Not one participant indicated that no benefit was received. However, one participant commented that some benefit was received and that perhaps shyness and how she perceived others perceived her impacted on her level of involvement in the program and what it had to offer.

3.4.4 What were your expectations of yourself in terms of where you saw yourself within the political process and your involvement when you submitted your application to be considered for the program?

Question 4:
What were your expectations of yourself in terms of where you saw yourself within the political process and your involvement when you submitted your application to be considered for the program?
#1010   - have experience at local level in political arena but felt that to be committed to public service should take advantage of opportunities that would enhance leadership skills   - realize that to help people on a daily basis must utilize tools that are available to achieve that goal
#1020   involved in various aspects of political process but wasn't completely sure how fit into the more complex political arena
#1030   viewed self as a fundraiser in limited geographical area
#1040

	• consider self involved in political process in terms of supporting and working for candidates • good program for any woman that wants to run for office because provides insights that one would not necessarily have otherwise
#1050	• a novice with knowledge of Pennsylvania politics, campaign strategies, how to run for office, or contacts within the state • had expectation to learn the background knowledge to become a more active participant in political process and to develop network of contacts
#1060	• had confidence in self with involvement in political process at township level • hoped program would assist in helping me acquire more county level involvement in political process
#1070	• keep an open mind with expectations for self • will always stay involved in politics at some level
#1080 Not received	
#1090	• other than voting, consider self largely uninformed and unegaged in political process • little understanding of how local government operated and functioned including how tax base was in part impacted by elected officials
#1100	• not have specific vision for self in political process at time of submission of application • knew wanted to be involved in political arena including leadership in party or as candidate someday • knew needed more education and ability to build credibility in political process similar to success in business profession • viewed program as vehicle to acquire or build on credibility • going into program, had passion for politics, legislation • have lack of lineage or history to help me but knew wanted to some day have influence or impact in political process but the "how" was a big question
#1110	• viewed self at bottom of political/electoral process in terms of involvement mostly at grassroots level • hoped to acquire knowledge and become more actively involved at a higher level or to use professional experiences within political process
#1120	• to become more involved in political process • to be able to share with others what was learned
#1130 Not received	

#1140 Not received
#1150
•   wanted to be able to network with women involved in political community
•   learn skills to be more effective employee
•   enhance and promote work environment with others

There is little overlap with the responses to question four. How each participant viewed self within the political process and involvement in the political process varied quite a bit at the time of submission of the application to be considered for the Anne B. Anstine Excellence in Public Service Series.

Some participants had involvement in the political process at the township or local level but desired to learn more, including enhanced leadership skills in order to participate at a higher level or how to become more involved as the arena became more complex. Some participants also viewed self by simply one component of the political process such as a "fundraiser" or "supporter" or "worker" for a candidate or involvement at the "grassroots" level. One acknowledged a "novice" within the political arena while another openly acknowledged "uninformed" and "unengaged" within the political process but for voting. One participant was keeping an "open mind" about expectations of self but wanted to stay involved in the political arena at some level.

Other comments ranged from wanting to share what was learned in program with others to wanting to network with other women involved in the political community to wanting to be a more effective employee and enhancing her work environment with what was anticipated to be learned from the program.

One participant provided more insights to this response by indicating although no specific vision of self in the political process she was very much aware of other factors contributing to

the political process when coming into the program and also knew she had a passion for politics and legislation. This participant acknowledged that she wanted to become more involved in the political arena including acquiring a leadership position or being a candidate someday. Further, this participant realized that with more education and a way to build credibility (i.e., through this program), then success was possible similar to success in her business profession. Finally, this participant wanted to someday impact or influence the political process but the "how" was a big question as well as the acceptance of the fact that she lacked the lineage or history to help her in this process.

3.4.5 How did your expectations of yourself change within the political process because of your involvement in the program?

Question 5:
How did your expectations of yourself change within the political process because of your involvement in the program?
#1010   • realize political process is a lot of hard work   • when in politics, you make a commitment to the greater good   • believe have confidence to pursue higher leadership positions
#1020   • prior to entering program, consider self a "behind the scene" person including supporting and helping other elected officials   • after program, pushed to consider what other options may be available
#1030   • now more involved statewide and nationally, more than ever expected   • know now that I want to do more than fundraising
#1040   • not sure if expectations changed   • have affirmed that confrontation is not something comfortable with   • enjoy being a "hard worker" but not sure if have the "fight" quality that is often needed in political process   • believe that a strong goal to accomplish an objective may help to develop the "fight" quality

#1050
- not sure if expectations changed
- acquired more knowledge
- have become more active in political process
- have better understanding of how to run a campaign for public office

#1060
- have been frustrated
- observed that program involvement for some positive experience and for others a threat
- learned that it is necessary to work hard to prove self
- know that prior experiences and education obtained from program make self a valuable resource that should be utilized
- realize that relationship building is necessary before can use skills learned from program to fullest extent

#1070
- when entered program, never considered to seek leadership position within political process
- program provided forum to think about seeking leadership position
- sought leadership positions in political arena where never considered prior to entering program
- not sure if will consider pursuing leadership positions in future
- comments by others when running for leadership positions not always positive

#1080 Not received

#1090
- learned no magic in political process
- have become more comfortable in political settings and have accepted appointments and more involved in local women's political group
- more comfortable engaging in discussions regarding politics because of my heightened level of being informed
- more inclined to at least consider the possibility of running for office in future

#1100
- learned capable of doing many things well
- learned that when exude confidence, others have confidence in me
- realize could run a campaign if desire to do so with ability to have clean campaign that has a vision
- realize that proper support is needed in campaign to be successful
- realized that influence can come by growing within the political party
- learned that the party itself helps shape the vision of the party, the selection of candidates as well as the platform
- have changed aspirations in part to be considered to 'earn' the

opportunity to serve in leadership at either state or federal level
#1110 • expectations of self were raised through the program
#1120 • learned more about self • challenged to grow further in political process than expected before program
#1130 Not received
#1140 Not received
#1150 • expectations of self changed over span of program • continue to grow as individual after program • never desire to seek or hold political office prior to program • now would consider seeking a political office at a local level • know have support of women in program and others who have "helped me believe in myself"

Although two participants indicated not sure if their expectations changed after finishing the leadership training program, many indicated that they would consider leadership positions or consider running for office where such a consideration was not contemplated prior to entering the program. The participant that responded that she was a "fundraiser" prior to entering the program realized that she wanted to do more than fundraising in the future after graduating from the program. The participant that was a "behind the scenes" person is now open to "other options" within the political arena. In part, as one participant stated, she has the "confidence" to pursue higher leadership positions. Another said she would now consider running at the local level after taking the program knowing that she had the support of the women in the program and others who have "helped me believe in myself" to even consider this possibility.

Some noted specifically a higher level of knowledge as a result of the program and a better understanding of areas of the political process which can as noted by one make you a more valuable resource. Yet, one recognized the need to establish and build relationships with others

in the political community prior to fully utilizing the training and knowledge that has been acquired as a result of participating in the program.

Many participants are more actively involved in the political process as a result of being in the program including more involvement at the local, state, and federal level. One participant characterized it as "being challenged" to grow further in the political process.

Two participants voiced or recognized that being involved in the political process or active in the political process is a lot of hard work with a commitment to the greater good. Further, that it is necessary to work hard in order to prove one's capabilities. Another recognized that there is "no magic" in the political process.

Two participants noted that their expectations of self have been raised or grown after graduating from the program with another voicing that she had learned a lot more about herself. One participant learned that she is capable of doing many things well and when she exudes confidence, others have confidence in her.

There appears for some to be a higher level of comfort in the political arena as a result of being involved in the program. One participant noted that she was more comfortable in a political setting to the extent of accepting appointments, engaging in discussions about politics, and more involvement in the local women's political group. This same participant earlier noted that she was unengaged and uninformed in the process prior to entering the program. However, for at least one participant, she recognized that she was not comfortable with the confrontation component to politics and not sure if she had the "fight" quality necessary for the political process. She also noted that perhaps a goal and objective may help one to acquire the "fight" quality needed in the political arena.

One participant who had a passion for politics prior to entering the program noted in this response that after having the training from the program that she could run an effective campaign with a vision so long as she had the proper support in place to help her. She also learned that influence in the political process can come by growing with the party where she can then help shape the vision, the platform, as well as help in the selection process of candidates. In part then, this participant "changed" her aspirations after graduating from the program to wanting "to earn" the opportunity to serve in a leadership position at the state or federal level.

Despite all of the positive comments about the program and the growth of the individual women, two participants noted two aspects of the political process that are present if one is involved. One participant noted that comments by others to another running or considering to run for a position in leadership are not always positive. Further, one participant noted that from her observations the program was a very positive experience for many but for others it was a threat and that at times, she personally felt frustrated.

3.4.6 How would you say your voice changed from the time you entered the program to when you graduated from the program?

Question 6:
How would you say your voice changed from the time you entered the program to when you graduated from the program?
#1010 • gained confidence to pursue and serve in leadership positions • no hesitation to help community when asked • consider self as a voice for county where live in and for citizens of Commonwealth
#1020 • more confidence in self • now can see women across Commonwealth similar in age with similar background making a difference and making things happen

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#1030   • voice "louder" and more confident   • believe being an Anstine grad makes others listen more to her "voice" and now appears more knowledgeable
#1040   • regardless of what others may think, learned the importance of being firm in beliefs and stand up for them   • learned ok to stand up for someone else and possibly be "chastised" for taking such a position
#1050   • because of Anstine program realize individual opinion can make a difference   • now believe part of political process is for one to take an active role to be involved and share knowledge so politicians can be more informed to make better decisions that are positive for the majority of constituents   • heightened knowledge of the responsibility and role of the constituent and legislator and how both can work together to create a more effective government
#1060   • more confidence in voice   • more confidence as leader as result of the training and knowledge from program   • use lessons learned from program and enhanced confidence to take part in discussions and share opinions related to campaign strategy to local committee building
#1070   • voice not changed but program provided opportunity to meet other women that may face similar situations in political arena   • shyness still present when meet new people and don't completely share thoughts or feelings
#1080 Not received
#1090   • similar to answer in #5   • because more informed from program able to appear more "credible" in dialogue   • the relationships and friends acquired from the network have provided the opportunity to use voice more and engage in conversation with others that are "politically charged"
#1100   • because of Anstine training and other experiences provided as result of program, expectations and understanding of what is needed to become a leader in political arena is more apparent   • to be involved in political process now realize the significant sacrifice

needed from family and a balance with one's professional career
• realize that continual growth is important and helps to build and develop credibility and not necessary to try to do everything at once
• learned need to do future planning and follow through of goals within party and for the Anstine program and not "wait for things to happen"
#1110
• not quite sure of what question is asking
• program participation has provided additional "gravitas" on a local level
• personal goals include to become involved at state committee level and with election process on a professional level
#1120
• more confidence to "speak up" in discussions about politics
#1130 Not received
#1140 Not received
#1150
• not sure if actual voice changed in terms of being "heard" more than others
• believe confidence level changed to allow self to "speak up"
• increased confidence in self to "speak up" in political settings now allowed for engagement in dialogue and know "bring something to the table"

The theme of "more confidence" is throughout many of the responses but couched in different ways. At least five participants noted that they have more confidence to "speak up" in discussions and provide opinions either because they appear more knowledgeable about politics or for something they believe in regardless if not a popular opinion or because they believe in themselves to "bring something to the table." Two others simply noted more confidence in self generally. Another said she gained confidence to pursue leadership positions and to be the voice for her community and for the citizens of the Commonwealth. One other participant said she had more confidence as a leader as a result of her training and knowledge obtained from the program. Finally, one participant said that as a result of the program and becoming more informed, she appeared "more credible" in dialogue. Further, this last participant noted that the engagement in

conversations with those relationships and friends established as a result of the program are more "politically charged."

Other comments are varied. One noted that she can now see women across the Commonwealth similar in age and background making a difference and making things happen. Another noted that her voice did not change but she also was provided with the opportunity to meet other women that may face similar situations in the political arena. This participant's voice may not have changed in her opinion because of her shyness as she noted to meet new people and not completely opening up with others. In addition, a participant came to realize that an individual opinion can make a difference and that it is important to take part in the process to inform legislators to make more informed decisions for the betterment of the majority of citizens. Thus, the participant had a heightened knowledge of her responsibility and her role as a constituent and a better understanding of the role of the legislator and how both can work together to create a more effective government.

Although two were not completely sure what the question was asking and responded from their interpretation of the question, the one did comment that the program provided additional "gravitas" on a local level where this participant wanted to become more involved at the state committee level and with the election law process. In addition, another noted that because of the Anstine training and other experiences provided as a result of the program, her expectations and understanding of what was needed to become a leader in the political arena was more apparent to her. This heightened understanding included commenting on the realization that significant sacrifice and balance was needed from a family and ones professional career to become actively involved in politics. Further, this same participant noted that continual personal growth can help to build credibility and future planning is necessary including following through

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with goals. Thus, the "wait and see" attitude was not an option for continued growth or goals.

Yet, this participant noted that this process of learning and building of credibility didn't have to

happen overnight and she realized she didn't have to do everything at once.

3.4.7   How would you say the program offered networking opportunities to you?

Question 7:
How would you say the program offered networking opportunities to you?
#1010 • the networking opportunities from program were fun and felt half way through program a part of something special as well as realized the potential of classmates to serve in government at the state capitol • favorite event for networking was at the Capitol in Harrisburg
#1020 • through monthly meetings and other opportunities provided or informed about to meet influential people • an alumna has "endless opportunity" to network as result the "strong branding" of Anstine program
#1030 • both political and business opportunities made available in other parts of state as result of program
#1040 • many networking opportunities made available as result of program • specific opportunities for self as result of program not experienced to date
#1050 • each month provided dinner/networking opportunity • numerous political events made available to attend which provided additional networking opportunities
#1060 • supporters of Anstine program generous with time to share and speak with participants including giving out cards and telling participants to "contact them" if in need of anything • program provided access to amazing people
#1070 • program offered numerous opportunities to network including at dinners, training sessions/speakers, and networking parties • networking opportunities were expanded by geographical location

including experiences in New York City and Washington, D.C.
#1080 Not received
#1090
- several ways to network were offered from Anstine program from speakers, elected officials, party leaders, to alumnae   - entire program including subsequent alumnae involvement premised on committed people who are willing to help each other and network with or without "the expectation of reciprocity"   - program provided opportunities to connect and reconnect with leaders and trainers including participants required to write thank you notes which reinforced the need to stay connected and thank those that are willing to share time for program and self   - mentor aspect of program provided more personal environment to develop a trusting dialogue   - updated annual alumni contact list provides ability for new participants and alumni to stay connected as the program/network evolves and grows
#1100
- design of program offered tremendous opportunity to network and "'forced' one to adapt to networking"   - those provided access to included classmates, alumnae, instructors, to other people able to meet as result of structure of program   - learned that networking is an ongoing process with no end which needs to be nurtured to grow
#1110
- program offered many opportunities to meet great people   - meeting people in large groups made it difficult to provide opportunities to engage in meaningful dialogue   - information provided for follow-up contact was useful
#1120
opportunities to network were provided by the monthly dinners/networking, notice to attend political events, alumnae contact list, board contact information, and contact information of supporters to program
#1130 Not received
#1140 Not received
#1150
- view of networking changed from believing just for job to doing it to want to meet new people for self   - program "forced me to network with people that I probably would have not networked with by choice"   - networking situations intimidating and only viewed required for purposes of job   - program "forced me to get out of my comfort zone" and learn how to network and engage in a conversation with "both men and women

> from all different walks of life"
> - learned that could contribute to conversation because of who I am and not because of my work affiliation
> - the Anstine program provided a forum for me to overcome much of the intimidation of the networking process and provided me with the tools to have the confidence "to talk to people that I never had before"
> - "program offered years worth of networking" which would never have been acquired from own efforts

All responses provided to this question provided affirmation that the program offered networking opportunities to the participants. Eight participants specifically detailed types of opportunities provided to network including at the monthly meetings, the monthly dinners, political events provided through program or access to, the access to great or amazing or influential people, the speakers/instructors for the program, the elected officials, the party leaders, classmates, alumnae and annual alumnae contact information, Anstine board contact information, business leaders, mentors, and contact information for supporters of program and other opportunities provided as a result of the program. One participant commented that there were endless opportunities to network as a result of the "strong branding" of the Anstine program. Two noted that the annual alumnae contact list or follow-up contacts helped to allow new participants and alumnae to stay connected as the program evolves and grows.

As to geographical location, one participant commented that her favorite networking event occurred at the Capitol in Harrisburg and realized half way through the program that she was a part of something special where she could see the potential of her classmates to serve in government at the state capitol. A similar comment was made by another participant were she indicated that networking opportunities were expanded based on geographical location to include experiences in New York City and Washington, D.C.

Specific details of networking experiences were varied. One participant commented that the supporters of the Anstine program were generous with their time including giving their business cards out and encouraging participants to "contact them" if they needed anything. Another noted that the entire program including subsequent alumnae involvement was premised on committed people who were willing to help each other and network with or without "the expectation of reciprocity." This same participant noted that the requirement of the participants during the program to write thank you notes to the leaders and trainers reinforced the need to stay connected. The thank you note requirement of each participant was also a way to acknowledge as well as thank those that were willing to share their time for the program and the women involved in the training. In addition, this participant noted that the "mentor" component of the program provided for her a more personal environment to develop a trusting dialogue in the political arena.

Actual experiences and understanding of the networking process also varied with a few participants trying to describe their experience with networking. One participant felt it was difficult to engage in meaningful dialogue when meeting people in large groups. Another noted that although she was provided with many networking opportunities as a result of the program she did not experience to date any specific opportunity for herself as a result of the program. In trying to describe or define networking, one participant indicated she learned that networking is an "ongoing process" which needs to be nurtured to grow. Two participants described the networking process as "forced" in a positive way. One of these participants noted that the program design "forced" one to adapt to the networking climate. The other noted she probably would not have networked with certain people had the program not provided such an environment and that she was "forced [] to get out of [her] comfort zone" and learn how to

interact and engage in conversations with people from all walks of life. Previous to the program, this participant noted that she felt that networking experiences were intimidating and were only required for her job but that now her view has changed to wanting to engage in networking and conversations for herself and her individual growth. She also realized that she could contribute to conversations based on her own knowledge and not because of her work affiliation. In part, the program provided her with the confidence to see herself in a different light and one capable of talking with people that she never would have prior to the program.

3.4.8   How did you engage in such networking opportunities?

Question 8:
How did you engage in such networking opportunities?
#1010 • serve on a board in county which has provided opportunities to network regularly • those that attend board meetings are the "movers and shakers" of the county
#1020 • each time opportunity arises, important to utilize opportunity to fullest to meet new people • learned important to follow-up and keep in contact with prior acquaintances • because elected officials meet so many people, it is important to continually have opportunity to reinforce who you are so they remember you
#1030 • participate in events in parts of state that did not previously or would not have otherwise had the opportunity • keep in contact with many women that met • business travels allow for follow-up contact and visits with women that met
#1040 • not as active as could be since not seeking a specific position • location where live not conducive to always attending functions that

occur in major cities
#1050
• worked the room by doing three important things: introduced self with catchy phrase, probed new contact to learn a few facts about person, obtained business cards for future follow-up • each new contact received a thank you as way to follow-up • periodically keep in touch with contacts to "maintain relationship" • Anstine sisters provided additional way to meet new people they knew • participants and alumnae of Anstine program great way to continue to have network expanded by meeting people they know that you haven't met before
#1060
• "degree of networking" is an individual choice • some members of class aggressive in networking approach without concern of how contact "may or nay not be important in the future" • some, including self, more subdued with networking opportunities • realize area where can improve and will become more active in future with opportunities provided by Anstine program and alumnae involvement
#1070
• enjoyed networking opportunities to extent comfortable • fear of unknown with networking a factor with personal involvement level • found that although uncomfortable at times if didn't know anyone in room other times learned not that intimidating meeting new people
#1080 Not received
#1090
• view self as able to network easily and feel comfortable with building relationships • eager to meet new people with vigor --have been prior to program and continue to after program • kept in frequent contact with mentor and ambassador provided by program as resource people • attend as many functions as can and always meet new people because of Anstine program • help to recruit new members for Anstine program
#1100
• three locations provided by program most conducive to networking: Harrisburg, Washington, D.C., and New York City at Pennsylvania Society • three forums noted above best places to meet legislators, lobbyists, business professionals and others involved in political process • personal ability to reach out to others by demonstrating confidence in self and ability have provided for ongoing and meaningful dialogue

• ability to engage in meaningful dialogue with others has provided opportunities to be involved in leadership within political process
#1110
• continue to follow-up with e-mails and telephone contact
• keep in contact with mentor including lunch
• assist with election efforts for candidates from Anstine program
• volunteering in campaigns provides for additional networking opportunities
• attend lunches with local alumnae
• attend when can networking opportunities and dinners provided by program
#1120
• attend networking dinners from Anstine program
• attend political activities when informed and able to attend
• keep in contact with some of women on Anstine contact list
#1130 Not received
#1140 Not received
#1150
• at start of program, gravitated toward people who I knew, felt comfortable with, and "within circle of friends"
• during course of training program, began to expand networking opportunities by "walking up to people I didn't know" and was able to introduce self and engage in a conversation
• by end of program, sought people out that I wanted to meet even though didn't have an opportunity to meet previously

Each participant characterized her involvement with networking a little differently, but four specifically stated that they attended as many functions or political activities as their schedule permitted including the monthly dinners for the program. Six participants noted various types of follow-up with contacts from networking including keeping in contact with prior acquaintances (to maintain relationships), visiting women while on business trips, giving thank you notes as follow-ups to new contacts, keeping in contact with mentor and ambassador, following up via e-mail or phone calls, contact with women on Anstine contact list, and attending local events or lunches with alumnae from Anstine program. One participant noted that she participates in events in other parts of the state where she did not previously nor would have

otherwise had the opportunity. Another participant serves on a board in her county where the "movers and shakers" of the community convene and provides her with the ability to network regularly on a local basis.

Activity level of networking varied among the participants. Although a few found networking a relatively enjoyable task others did not reach the same level of comfort with networking. Those that found it enjoyable and rewarding made comments as summarized: comfortable building relationships and networking, eager to meet new people with vigor and did so prior to program as well, meaningful dialogue with others possible because of confidence and ability demonstrated while reaching out to others, and meaningful dialogue with others has allowed for opportunities for leadership within the political process. One participant went on to describe her method of networking or working a room by doing three things when meeting someone: introduce self with a catchy phrase, find out or probe new contact to learn a few new facts, and obtain their business card for follow-up. Those that were not as active with the networking or meeting of new people made comments such as: fear of the unknown with networking, realize need to improve in area and intend to do so at future alumnae events or opportunities provided through program, took more subdued approach to networking, and perhaps not as active because not seeking a specific position. The one participant that commented on her fear of the unknown did remark that she found at times that the meeting of new people was not as intimidating as expected. Perhaps one characterized it best when she commented that the "degree of networking" is an individual choice and that maybe there is merit with those that took a more "aggressive" approach to networking without a concern of how the contact "may or may not be important in the future."

One participant commented that areas where she continued to network other than dinners or political events was by assisting in election efforts for candidates from the Anstine program as well as volunteering in campaigns. Another noted that her Anstine sisters and the alumnae of the program provided additional ways to meet people they knew in order to expand her personal network. In addition, one noted that she helped to continue her involvement in the Anstine program by helping to recruit new members to the program.

Geographical location was mentioned as a factor in networking. One commented that location of residence may not always be conducive to always attending functions that occur in major cities. Further, some found certain geographical locations better suited to networking. Events in Harrisburg, Washington, D.C., and New York City during Pennsylvania Society were noted to be the best places to meet legislators, lobbyists, business professionals, and others involved in the political process.

Only one participant tried to explain her phases of growth with networking as a result of the program. She indicated that at the start of the program, she would gravitate toward people she knew and felt comfortable with—her circle of friends. During the program, she expanded her network by taking opportunities to walk up to people she did not know, introduced herself and engaged in a conversation. Finally, by the end of the program, this same participant was able to seek out people she wanted to meet that she did not have an opportunity to do so previously.

3.5   ANALYSIS OF DATA PRESENTED FROM EXECUTIVE DIRECTOR,

RESEARCHER, AND PARTICIPANTS

The Statement of the Problem is restated below to place a frame of reference for the overarching

goal of this study prior to this researcher summarizing responses to the three research questions:

> **How does the Anne B. Anstine Excellence in Public Service Series, a leadership program for Republican women, provide a learning environment where women can enhance their voice, their networking capacities, and their levels of expectations of themselves and of the program?**

The objectives of the Anstine program as noted in the brochure created by the Anstine

series were:

1. To encourage, mentor, and prepare selected women leaders to seek new levels of involvement in government and politics.
2. To provide participants access to political and governmental leaders responsible for candidate recruitment and/or appointments.
3. To establish an executive bank of highly qualified women who are educated and motivated to assume key roles in public service; and
4. To form an effective statewide political network for women.
        (Excellence in Public Service Series)

The three research questions and summarized responses from the information

provided in sections 3.2, 3.3, and 3.4 of this chapter are as follows:

3.5.1   Research Question 1: How did the Executive Director of the Anne B. Anstine Excellence in Public Service Series organize and identify the agenda to be emphasized throughout the ten (10) monthly meetings?

Prior to the Pennsylvania series being created four other states had leadership programs

for women that were affiliated with the Republican party. The first state to have a program was

Indiana. The woman who spear headed the first Republican training program for women known

as the Lugar series in 1990 was Judy Singleton (Richard G. Lugar, ¶ ¶ 1, 6) . The Lugar series

had its beginnings in a political luncheon fundraiser comprised of women for Senator Lugar (Richard G. Lugar, ¶¶ 1, 2; B. Comfort, personal communication, February 1, 2006). Singleton without the support of a national movement started to train Republican women within the political process. To aid in this endeavor, she had the help of Teresa Lubbers and Barbara Maves (Richard G. Lugar, ¶3). The RNC did not become involved until a decade later. In 2001, under the Bush administration, the RNC announced their Winning Women program which encouraged states to create leadership training programs for Republican women. The national program was an "initiative of the Republican National Committee to work with and for women" (Winning Women, ¶1) to engage more women as voters, donors, and as leaders within the party. The ultimate goal of the national Winning Women program was to increase "the number of qualified and competent Republican women in the political arena" (Winning Women, ¶ 5).

Olson, as the Pennsylvania National Committeewoman, took it upon herself to have Pennsylvania to be the first state to fall under the RNC's national expansion program (B. Comfort, personal communication, February 1, 2006). Comfort was hired to implement the program based on Olson's vision and ideas. Comfort became the Executive Director of the Pennsylvania series (B. Comfort, personal communication, February 1, 2006). Since the RNC only provided ten thousand dollars of seed money, it was up to the state to come up with the rest of the money to support the program. With the help of corporate donors, which was hard after 9/11 and with tremendous financial support from Olson herself, the program started.

After Comfort visited the four states that had leadership training programs, she took the best of those programs and coupled with her experiences and educational background created the curriculum for Pennsylvania which she called "soup to nuts." Comfort also believed the Pennsylvania program was "entrepreneurial" in that she and Olson wanted to create a statewide

network. Sosik, Jung, Berson, Dionne, and Jaussi (2004) stated in their book that focused on leadership in technology-driven organizations that one of the key traits of a successful manager was to have an "entrepreneurial 'take charge' mentality." Although the leadership program is not a technology program by design, Comfort and Olson exhibited the qualities of a "driven leader" and are "big picture" players looking at the "whole" make-up of what was needed for the leadership training program to be successful (Sosik, et al., p. 98). Similar to Anstine being indentified as a "trailblazer" for women in the political arena in Pennsylvania, Olson and Comfort are the "trailblazers" of a dynamic leadership training program for women in the political world. Sosik et al. said that "[b]eing a 'trailblazer' (an individual with initiative, drive, and a sense of ownership) who utilizes his or her time efficiently appears to be necessary for success in technology industries" (p. 98). Both Olson and Comfort had initiative, drive, and a sense of ownership for the Anstine program to be successful and Comfort remarked that

> [i]t was probably the hard core expectations that I put down from the very beginning that got me the nickname "Bernie's Boot Camp." Christine is inspirational as well and that is why I insist every year she is a part of all of the initial program, why we did this, her story, why it is important to have a network of women and what her expectations are. You have to put in as much as you want to take out. We have also done it in a personal way with our personalities (B. Comfort, personal communication, November 13, 2006).

The leadership of Olson and Comfort makes you reflect on

> What is the work of leadership? According to Senge (1995), the work of leadership is to

> …build learning organizations…[through]…the ability to build shared vision, to bring to the surface and challenge prevailing mental models, and to foster more systemic patterns of thinking….where people are continually expanding their capabilities to shape their future—that is, leaders are responsible for learning (Waggoner, 1998, p. 68, quoting Senge (1995)).

> Comfort said the curriculum was broad based in the attempt to be comprehensive enough to address everyone's needs and enhance the knowledge for everyone in various areas of the

political world. About 85% of the curriculum from the first class is the same with changes made based on evaluations from participants, a need that has been identified or by natural process of party leadership changing. With the exception of the session on federal government, Comfort makes is a requirement that the speakers are Pennsylvanians so that they can become people that the women in the program have the ability to contact about Pennsylvania politics and to establish ongoing relationships. Comfort believes you only change was it necessary and don't fix what is working. Participant involvement in helping shape the curriculum comes in most part by the evaluations they submit on the trainers and their input on the program in general. Locations are designed to address the fact that the program is statewide with an attempt to be as equitable to all participants yet be conducive to travel and locations of corporate sponsors. Goals of each participant and as a group the first two years of the program were a result of one instructor, Varkony. In subsequent years, a session on goal setting for group and individual goals was done in the first class with the assistance of alumnae of previous years and re-evaluated mid-term. Although goals were not tracked by Comfort on a group basis nor were individual goals shared to Comfort, Comfort believed that she could identify about 50% of individual goals based on informal conversations with members of the program. Comfort acknowledged that she would like to do something more on a one to one basis half way through the program that may help to address individual goal needs.

In terms of a participants voice, her networking abilities and her expectations of herself and of the program, Comfort was in some respects very sure of aspects of what she wanted from the program and participants and in other ways she was very reflective of what the program has become and the benefit that the program has provided to the participants.

Voice:

Comfort remarked that she never looked at a woman's development in the program as the development of a woman's "voice." Rather, Comfort couched her view of how the program helped women gain a voice by "empowering" them -- providing them with the knowledge and skills necessary to increase their self-esteem and self-confidence. But, Comfort acknowledged that she can see how a woman's "voice" can change as a result of the program design allowing each participant the ability to grow in areas of interest or of need and "to have that voice or find their voice and their ability within the political world." Comfort concurred with the definition of "voice" as provided in Chapter II and in essence what Tanton (1994) describe as 'developing a woman's presence' (p. 7).

Further, as this researcher is reflecting on Comfort's interview and the definition of "voice" in Chapter II, the brochure on the program tries to capture the notion of "voice" as follows:

> The Anne B. Anstine Excellence in Public Service Series was Established by Pennsylvania Republican National Committeewomen, Christine Toretti Olson, to inspire, empower and advance Pennsylvania women in the Republican Party through education and experience. Each year, the Anstine Series provides information, tools and skills to a class of outstanding women to increase their level of participation as public leaders in government, electoral politics, community organizations and within the Party. The Republican National Committee and the Republican State Committee of Pennsylvania endorse the program (Excellence in Public Service Series).

The "increasing of their level of participation" goes to the heart of a woman's voice and her expectations of herself. In addition, the woman's "voice" is acknowledged in another respect is one of the objectives of the Anstine series: "to encourage, mentor and prepare selected women leaders to seek new levels of involvement in government and politics" (Excellence in Public Service Series). The words used in the brochure are "inspire," "empower," "advance,"

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"encourage," "mentor," and "prepare" to increase levels of participation of the women. The words as used in the brochure to advance women's development goes hand in hand with Chapter II's definition of "voice" as follows:

> In this study, voice refers to the ability of each participant to express herself openly and to share her thoughts, skills, knowledge, concerns, and needs. Voice also means that each participant is allowed to acquire meaning by asking questions, to reflect, share experiences, and engage in reciprocal dialogue. In addition, *developing a woman's presence* adds to the component of voice. In the words of Tanton (1994), "[p]resence does not only mean being bodily present, it also indicates position, acceptability, importance, rank, bearing, [and] self-command" (p. 7).

Networking:

Three of the objectives of the Anstine program are established in terms of networking with the way the program was developed:

- To provide participants *access* to political and governmental leaders responsible for candidate recruitment and/or appointments;

- To establish an *executive bank* of highly qualified women who are educated and motivated to assume key roles in public service; and

- To form an effective *statewide political network* for women. (Excellence in Public Service Series, emphasis added)

The three goals that provide "access," "an executive bank," and a "statewide political network" are in line with many of the comments as provided by the participants in subsection D of this chapter and what Comfort set out to do and did accomplish with the program. From the dinners titled "Conversations to Create a Network" to the political and business reception as well as providing the participants with the ability to contact trainers and speakers after the session were all intentional to allow for the participants to engage in political dialogue and a sharing of ideas with people of similar interests or background. In addition, the locations (three in

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particular: D.C., Harrisburg, and New York) provided for additional opportunities to network as noted by Comfort and participants in the program. Corporate sponsorships and those that paid for dinners or hosted dinners helped to extend networking to another level as well.

The "Conversations to Create a Network" dinners that were provided to the women in the Anstine program as a way to emulate the 19th hole because women find it more difficult to fit time into their schedule to network goes to the heart of what Wellington said about the varying ability of men and women to engage in informal networks—"'men head for the drinks. Women for the dry cleaners.' Men pick up career tips; women pick of laundry, kids, dinner, and the house" (Rhode, p. 13). Further, the title *Conversations to Create a Network* that is on every invitation to the networking dinners provided in the Anstine program is similar to a subtitle used in the book *Women's Ways of Knowing: The Development of Self, Voice, and Mind* titled *Engaging With Others: Creating Conversations* where the four authors "engaged in richly varied theory-making conversations with a host of collaborators" (Belenky, Clinchy, et al, 1997, p.xix). The dialogues as created by the authors and others expanded into a decade of networking and meeting annually (Belenky, Clinchy, et al, p. xx). This forum of women gathering annually was a way for the women to provide critical support to each other, for women to grow in their own professions where they had not imagined previously, and a way to share struggles and updates on each others personal lives (Belenky, Clinchy, et al., p. xx). This is similar to what Comfort was saying about the networking dinners. Comfort said the recreation of the "19th hole" by having the dinners was a way for the women to "sit down and break bread and talk to each other" and also provided a forum of support for one another.

The idea that networks are important and the ability of Comfort and Olson to create a statewide network when the "naysayers" didn't think it possible substantiates the work of Knight

and Pritchard (1994) who stressed the importance of networking and how much rewarding work comes from networking (pp. 59, 76). Further, it supports the research of Rhode (2003) that women need networks, including informal networks, to raise women to higher levels and should be both individual and institutional priorities (p. 14). The Radcliffe study found that 82% of the women surveyed said informal channels of communication were beneficial to leadership development and 78% of the same group of women said that informal networking was also critical (Suiting themselves, p. 10). Moreover, the various opportunities to network and build on the network of the Anstine program is heightened because of the type of curriculum provided. The emphasis areas of a network for women according to Rhode (2003) was to focus on "women's creativity and capacity to build alternatives" including those for her children (pp. 64-65). This researcher can comment as a participant that the networking opportunities and especially the informal contexts where networking was more prevalent were the most helpful to build relationships with people in all facets of government during the course of the training and in follow-up activities. Olson, the founder of the program, said to the Anstine class of 2006 and in other speaking engagements in support of women candidates that she does what she does to make this a better place of her children and everyone else's children. Olson shared with the Anstine class that her children were talking about her and the one child tried to explain to another child of hers that she leaves them at times to make "the world a better place to live" not only for her family but for everyone else.

Expectation:

     Program: According to Olson, the Anstine program was established "to address the under-representation of women in government, politics and public policy by preparing more

talented Republican woman leaders for decision making positions" (Excellence in Public Service Series). Comfort said that she and Olson had high expectations for the program and part of the expectations of the program was by design. One participant was kicked out the first year for not meeting the expectations of the program which set the bar for future years. Comfort commented that because of her expectations as an Executive Director, she got the title of "Bernie's Boot Camp" but that she was "hard but soft." Because of the inspiration of Olson, the beliefs in how the program should be run first class, and putting as much effort into the program as you expect to get out of it has allowed the program to now have an "identity" of its own which is recognized across the Commonwealth and among those in the political arena. One area that Comfort believes needs to be addressed more in future years it "what it means to participate as an Anstine Alumna."

Self: Comfort and Olson hoped that the expectations of every participant would be raised as a result of taking the leadership training course. However, Comfort noted that at the inception of the program, she and Olson didn't know whether the expectations of each participant would be raised or not or if so, how much. To some degree, Comfort believed the tone set for the program as well as the high expectations and professionalism required by Olson allowed for a forum to foster individualized growth. The individualized growth referred to by Comfort goes to the heart of what Plant (1987) asserted—change must begin with the individual. The group goals and the individual goals developed at the onset of the program were also a way to evaluate self and help each participant to individually monitor their success with them. In addition, Comfort thought the ongoing dialogue of the group or between members in the group provided a forum of shared energy where women's expectations were pushed to a higher level.

Again, this goes to how Belenky, Clinchy et al. (1997) created meaningful dialogue with others and many expanded in their professional lives in ways not previously imagined (p. xx).

The idea of having an all women's political leadership training program to heighten women's involvement in the political process on a national level confirms what Shakeshaft (1986) noted two decades ago in her article titled *A Gender at Risk.* Shakeshaft indicated that girls (and this researcher would assume would apply for women as well) learn and develop more in an all-female environment (p. 500). Shakeshaft (1986) said:

> Most of the time, educators are unaware that a choice is being made and even less aware that they are choosing to perpetuate a a male model of schooling. These choices are reflected in everything from what is taught in the classroom to the goals of education in general….[in addition] the process by which knowledge is transferred in school is based on male development…the curriculum has been constructed to mirror the development patterns of boys…not on the development patterns of girls….There is strong evidence that girls learn and grow better in all-female environments, while for boys the opposite is true. Academically, boys do equally well in single-sex and coeducational schools…..For girls, a singe-sex school provides more positive academic and growth experiences. In single-sex schools, girls exhibit higher self-esteem, more involvement with academic life, and increased participation in a range of social and leadership activities (p. 500).

3.5.2 Research Question 2: What areas were emphasized within the Anne B. Anstine Excellence in Public Service Series during the ten (10) monthly meetings?

Comfort said she wanted a "soups to nuts" curriculum that was broad based. This researcher upon going over the extensive curriculum can provide in a bird's eye view of the general areas of coverage. A breakdown chart of months, topics, and speakers can be found in Appendix E and the detailed summary of the researchers experiences can be found in Section 3.3 of this chapter.

<div align="center">Table 6 Program Curriculum</div>

Table 6: Program Curriculum	
Month	**Areas covered**
September	**Location:** Harrisburg **Special events:** Opening reception and dinner where first contacts and networking occurred with class, alumnae, political figures, and special

	guests; participation in the RNC dinner and speaker, Ken Mehlman, Chairman, RNC **Areas covered:** Message/stories of Founder; every participant introducing themselves and program overview by Comfort; meeting of people in Republican local and state government and stories/comments made by them; meeting women in Republican party with their stories shared; a review of the history of the Republican Party and the RNC; goal setting exercise to create group and individual goals; and a wrap-up session
October	**Location:** Philadelphia **Special events:** Opening reception and dinner with class, alumnae and special guests **Areas covered:** Communication 101--the entire focus of the program was on communication: leadership attributes (reason vs. intuition); socialization aspect for men and women (including autobiographics vs. empathetic); gender differences; listening; guidelines for powerful communication; team leader characteristics; behavioral styles and evaluation; communication style; political networking tips; letter to editor exercise; oral communication exercise with video camera
November	**Location:** Pittsburgh **Special events:** Opening reception and dinner with class, alumnae, and special guests. **Areas covered:** Politics as a career path; broad but detailed overview of local government; experience talking from successful businessman and former county executive; sharing of stories of women in local political arena (voices of experience); school boards
December	**Location:** New York City **Special events provided:** The program provided for a networking reception, dinner, and for a seat at the Commonwealth Luncheon. **Optional:** This month was optional because of the inability to cover the cost of transportation and housing for the participants. The program provides for this opportunity because it takes place at the same time of Pennsylvania Society Week in New York City where key political figures and VIP's attend the functions and receptions. This month is a way to network in an informal and festive way with people from all levels of government and the private sector. It is up to the individual participant to create additional opportunities for themselves (some of which were created within the Anstine network) by meeting people and being invited to additional receptions and events.
January	**Location:** Harrisburg **Special events:** Political and networking reception at Capitol; networking dinner with class, alumnae, and special guests. **Areas covered:** The workings of state government including enlightening statistics and resources to use; overview of various courts, civil/criminal cases, volunteer committees; races run and what considered; the business community and politics, including legislation, networks, agenda setting, credibility, scope of public involvement; issue specificity; triggering events

	that impact legislation; media perception; special interests; interns, use of letters/phone calls to legislators and impact and public policy assignment to establish our own piece of legislation; experience talking with stories of women in state government; discussion on appointments/commissions; boards; the art of lobbying and expectations/experiences in business; the legislative process with slots case study; and revisit of goals and expectations for class and individual.
February	**Location:** Allentown **Special events:** Opening reception and dinner with class, alumnae, and special guests **Areas covered:** Election law—Parts I and II including assigned to one of three groups to discuss case law by providing the facts of the case, the holdings, and an analysis with a comparing/contrasting of cases; the art of fundraising, and networking – how to work a room.
March	**Location:** Philadelphia **Special events:** Opening reception and dinner with class, alumnae, and special guests **Areas covered:** Winning campaigns: 101 – Parts I, II, and III – Political and media consulting including seeking professional help; analyzing type of campaign; name identification; discussions on platform, strategy, targeting, message, tactics, timing, and budget; use of yard signs and postcards; review of video clips of actual campaigns; and political campaign assignment to develop a campaign plan.
April	**Location:** Pittsburgh **Special events:** Opening reception and dinner with class, alumnae, and special guests **Areas covered:** Leadership training—Parts I and II –personal assessment including discussion on leadership, empowerment, power with power perception profile, awareness of self, and discussion of different styles of leadership including the need of flexibility with each type; dress for success – make-up and dress with interview session; and media, gender, and politics with commercial clips provided with discussion of how used in political arena.
May	**Location:** Washington, D.C. **Special events:** Initial receptions (with first reception having Torie Clark as special guest; second reception having Jo Ann Davidson, Co-Chair of RNC as host) and dinner with other states that had leadership programs with keynote speaker Senator Lugar; special dinner provided by Klett, Rooney, Lieber and Schorling via government relations specialist, Robert Shuster and special host, Congressman Bill Shuster; celebration reception and dinner for class, alumnae, and special guests including a daughter of Anne Anstine, Elizabeth Reynolds and two grandchildren of Anne Anstine. **Areas covered: With other states:** White house briefing in areas of immigrant status/issues; recruitment to President Bush's staff and how to serve at federal government level; Women's Majority Network and discussion of roles of women in political process; discussion of goals with

	RNC Chairman; IRI and how to become involved to promote democracy in other countries. **Anstine program:** luncheon with special congressional guests; trip to Ronald Reagan Republican Center and discussion with Rick Santorum and Harvey; trip to RNC headquarters and discussion with women in leadership --government affairs director, small business person and Davidson, Co-Chair for RNC; **2nd day, Anstine Program:** sharing of story by alumna of program and why be involved as a woman in politics including helping other women; pointers when a candidate including message, dress for success, and leadership training; introduction to The Heritage Foundation and what its mission is; addressing of fears of women and how to overcome them; an overview of polling and what it can or should do; and discussion of lobbying and the need to understand the process to be effective as a lobbyist.
June	**Location:** Hershey **Special events:** Class picture; luncheon with retired Rear Admiral Marty Evans; graduation reception and dinner with keynote speaker retired Rear Admiral Marty Evans. **Areas covered:** Reflection session on: Where did I start? Where have I arrived? Where will I go?; sendoff with Founder, Christine J. Olson; keynote speaker retired Rear Admiral Evans addressed class and spoke about her seven point leadership paradigm and her experiences as a professional woman in the military; program evaluations and discussion by Comfort **Special Session:** Special Anstine Alumnae session with a focus on each person in attendance (alumna and board members) required to provide a three minute introduction that tells everyone: Who you are? What class? What you bring to the network? (how you can help others in the network) What you need from the network?; a panel of Anstine alumnae spoke of the prior or current experiences running as a candidate; and working lunch with groups addressing the following topics: Anstine Alumnae Continuing-Ed program/Alumnae involvement; Marketing/Development for Anstine Series; and Anstine Series Curriculum.

The ten month program was intensive. The program speakers were experts in their field of specialty. Further, all were from Pennsylvania with the exception of the speakers on federal government. Thus, all information was based not just on theory, but rather by actual practice and experiences. The knowledge, skills, and experiences provided to each participant of the program allowed each participant the opportunity to be armed with the tools necessary to go

into the political world. The objectives of the program from this researchers perspective were exceeded.

3.5.3 Research Question 3: How did the program enhance each participant's voice, networking skills, and their expectation of themselves and of the program?

Prior to discussing how the Anstine program had an impact on each participant's voice, networking skills, and their expectations of themselves and of the program, a small discussion is appropriate to what motivated the participants to want to enter the program in the first instance. The main theme throughout the questionnaires is an overall desire to learn. What is desired to be learned is a little different for each participant but many wanted more political involvement or to learn about the political process, acquisition or enhancement of leadership skills, and how to utilize ones skills within the political world. A desire for "formal" training was also found with three participants who had various reasons as to "why." Networking opportunities was only stated by two as a reason for wanting to apply to the Anstine program. A few said in part that they were encouraged by others to apply and/or heard about the program at a political function. One participant wanted enhanced skills to better serve her community through public service.

Voice:

Although some didn't quite understand the question with "voice" which is a flaw in the question for not defining voice from the definition as provided in Chapter II so that the participants would know what I was asking, many of the responses are still enlightening.

Many participants said they have "more confidence" to "speak up" and allow their opinions to be heard. The phrase "bring something to the table" that was used by a participant is an extension in part to what the Executive Director, Comfort has said to our class about women "having a place at the table" (see also, Gergen, 2005, p. xxi). The participant was trying to

describe that she realized that not only can she have the place at the table or in a discussion but that in fact she brings something to share from her experiences. The ability to share and engage in dialogue with people of similar interest in an "all women" group goes to the heart of having a "safe place to talk" as noted by Gergen in the forward of the book *Enlightened Power* (Gergen, 2005, p.xxvii). The concern to have women advance to senior levels is also seen in other sectors including in management. Tanton (1994) when discussing the origin of the book *Women in management: A developing presence* and how it came about from a conference she

> was reminded of the empassioned words of Bernice Reagon:
>
> '[Sometimes] it gets too hard to stay out in that society all the time. And that's when you find a place, and you try to bar the door and check all the people who come in. You come together to see what you can do about shouldering up all of your energies so that you and your kind can survive…[T]hat space should be a nurturing space where you sift out what people are saying about you and decide who you really are. And you take the time to try to construct within yourself and within your community who you would be if you were running society.' (Tanton, p. 1, quoting Reagon in Hartsock 1987: 163).
>
> That is what the conference became, a place where those interested in the development of women could be together to see what could be done to shoulder up our energies to understand the issues for women in management and to improve the conditions for women in management learning (Tanton, p. 1).

Similarly, Comfort tried to described a person's individual growth in the program as a result in part of "the energy or the sharing among the group or even a few" while engaged in conversations. One participant described the conversations created with those she had relationships with or with friends from the program as "politically charged." Belenky, Clinchy, et al. (1997) found similar results with her colleagues and others that joined their network of friends (p. xx). Stephenson, a visionary and pioneer leader in the field of social network analysis explains these types of relationships similar to those noted above by stating that "[r]elationships

are the true medium of knowledge exchange and trust is the glue that holds them altogether" (Stephenson, 2006, p. 248).

The individual growth of a person where their image or persona is changed in terms of voice as defined in Chapter II also seems apparent in some responses. Some accepted the fact that one must go through a process to reach higher levels of leadership. Relationship building and continual personal growth of self in the political world including helping others appeared to be part of the process of gaining a stronger "voice." One participant described her "change" in voice in part as having a better understanding of what was needed and the expectations required to become a leader in the political arena including a significant amount of sacrifice and balance needed from one's family. Another came to realize that one voice can make a difference and have impact even if it is not the most popular opinion to be heard. Finally, one participant tried to describe how she gained more confidence and her "voice" was stronger as a result of seeing other women of like age and background making a difference across the Commonwealth. However, like any program, different people experience the opportunities differently and one still described a shyness about her voice but found that the program allowed her to see other women facing similar situations in different parts of the state.

Networking:

Networking opportunities provided by the program were acknowledged by all participants that sent their questionnaire back to the researcher. Areas and ways networking were found to be possible are provided in the table below:

Tables 7a and 7b Networking Opportunities and Locations Aiding Networking Opportunities

Table 7a: Networking Opportunities	
• monthly meetings • political events notified of and attended • speakers/instructors for program • speaker contact information • mentors • classmates	• monthly networking dinners • access to influential people including elected officials, lobbyists, business leaders, and party leaders • alumnae and alumnae contact information • Antine board contact information

One participant noted that there were endless opportunities to network because of the strong "branding" of the program. In addition, geographical location helped to enhance networking opportunities as noted in the table below:

Table 7b: Locations Aiding Networking Opportunities
• Harrisburg • Washington, D.C. • New York City

There were differences in how the participants engaged in the networking opportunities as well as their experiences with networking during the course of the program. A need to leave a "comfort zone" to take advantage of the networking opportunities was voiced including feeling "forced" in a positive way to adapt to networking climates that were not necessarily experienced previously. Some found meaningful ways to talk to others while networking while others at times felt the networking environment to be intimidating or found it difficult to have meaningful dialogue in large group settings.

One participant tried to describe her development with networking which also describes a growth in self in terms of voice and personal expectations as a three stage process: at the beginning of the program, during the program, and by the end of the program where

conversations began with a circle of friends and ended with a seeking out of people of interest.

Her response was:

> At the beginning of the program, I tended to gravitate toward people I knew and would network with individuals in my circle that I was comfortable with. As time went on, I found myself walking up to people I didn't know, introducing myself and talking with them. By the end of the program, I even found myself seeking people out that I didn't know because I wanted to meet them.

The growth by this person in terms of having less intimidation, more confidence, and the ability to know that what she says is meaningful and contributes to the dialogue goes to the core of the phases of development that Belenky, Clinchy et al. (1997) discussed in their book *Women's Ways of Knowing*. Although the fives ways of knowing or epistemological categories as espoused by Belenky, Clinchy et al. are "not necessarily fixed, exhaustive, or universal categories" (1997, p. 15) and "they are abstract or 'pure' categories that cannot adequately capture the complexities and uniqueness of an individual women's thought and life" (p. 15) it certainly describes a change in perspective by this participant from which she now knows, how she sees herself as well as how she views the world.

Stevenson (2006) spent her entire career asking one question: "Why is the web of relationships so important?" (p. 244). Stevenson answered the question in part as follows:

> I have spent my entire professional career in hot pursuit of this single question. I've come to realize that the only way to inspire change, stir activity, or get anything done at all is to explore the hidden world of social networks—"grey markets" of rights, riddles, and rituals. Such social networks exist within your organization. And if you are a woman leader, these are forces that you should not and cannot ignore. Indeed, because women leaders have so long been on the outside looking in they in particular need to understand the various sources of power that exist within an organization. It's not just about simple and straightforward hierarchy anymore. It's also about social networks. Recognizing, understanding, and leveraging these social networks, then, are critical for women leaders who want or need to secure power within their organizations (p. 244).

Stevenson also said that

If time is appropriately spent building collegial relationships in the leadership network, gender issues can become irrelevant. But when leaders don't do their homework and fail to establish their networks, then other factors, like gender take center stage. In the final analysis, merit matters, but only when networks are nurtured (p. 244).

What Stevenson said is that relationship building is critical, especially for women, and that understanding power sources in leadership is of paramount importance. Further, Stevenson said that networks need to be nurtured to make them worthwhile when needed. Likewise, Poprik stressed in our networking class for us to nurture networks and compared networks to life insurance—you buy life insurance and build networks before you need them.

Different parts of the program and different responses from the Executive Director and the participants speak about much of this but not everything is connected with the dots. Although in this researcher's opinion the networks created as a result of the program are incredibly powerful, there may be ways to make them more meaningful for the participants so that they can use them in other facets of their lives and career development. To break this down further, the researcher will try to show how the dots have been hit or missed based on what Stevenson has said and this researchers own experiences:

Premise of Stevenson:

"*Relationships are the true medium of knowledge exchange, and trust is the glue that holds them altogether*" (p. 248).[47]

Table 8 Networking Analysis of Program based on Social Network Theory

Table 8: Networking Analysis of Program based on Social Network Theory			
Elements discussed by Stevenson other than #4:		**Where found in study:**	
1.	Build collegial relationships in leadership network	Executive Director (interview)	Provided in terms of networking dinners "Conversations to Create a Network"; other opportunities that allowed one to engage in dialogue at special events; contact information of board, alumnae, instructors; special receptions
		Researcher	November session: Part of discussion in experiences of women in local government; February session: in part in how to work room session
		Participants (Questionnaire)	A desire to meet other women who share similar interests/politics; desire to increase networking opportunities and professional contacts; acquired quality women friendships; one believed that the program provided tools for one to maintain own network of political contacts; program successful in building contacts/network; greater appreciation of network and how it is purposeful; friendships acquired will be there forever; learned that network is a give and take situation with goals and objectives and not just a meet and greet experience; many networking opportunities made available; one felt part of something special half way through program

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[47] Fiorina (2006) commented similar to Stephenson as follows when she said "[t]rust and respect are the foundation for successful agreements and the emotional glue that binds people together during disagreements" (p. 96).

2.	Networks need nurtured with understanding of types of networks in organization	Executive Director (interview)	Networks need nurtured was done with experiences provided to participants in program, receptions, and other opportunities made available; types of networks in organizations not discussed
		Researcher	February session: in part addressed but not in terms of types of networks in organization
		Participants	Realize relationship building is necessary before can use skills learned from program to fullest extent; connection and reconnection opportunities provided; some use opportunities to network when can; learned to maintain in contact with follow-up; degree of networking "individual choice"; level of comfort impacted on how involved with networking opportunities; those that were comfortable with building relationships found networking an easier task; learned that networking is an ongoing process with no end which needs to be nurtured to grow; program offered years worth of networking" which would not have been acquired from own efforts
3.	Sources of power in organization: Hub, Gatekeeper, and Pulsetaker	Executive Director (interview)	***
		Researcher	Not discussed; Closest materials provided – April session: situational leadership
		Participants (Questionnaire)	***
4.	Understanding own sources of Power *Discussed in April session on Leadership; not discussed by	Executive Director (interview)	***
		Researcher	Provided in leadership training – April session
		Participants (Questionnaire)	*** - but many talked about a gaining of confidence in self which

	Stevenson		is a first step on realizing one's own sources of power
5.	Trust	Executive Director (interview)	In part with providing information confidential to organization to participants to respect organizations integrity; observed a sharing of energy or sharing among participants in discussions as a group or with a few others
		Researcher	From researchers perspective, this was done on an individual basis for each participant including myself depending on where relationships were formed that were meaningful and had the element of trust.
		Participants (Questionnaire)	Some spoke of friendships formed and feeling something special; some spoke of meaningful dialogue created as a result of relationships formed; one mentioned a one on one relationship as result of mentor

Summary:
It appears from the comments provided from the participants that the networking experiences were numerous and each had varying degrees of success with networking. Two of the overall objectives of the program were to have a statewide network and allow for access to people of influence in the political world. Based on the responses to the five areas provided above, the researcher believes that certain areas were addressed in varying degree with one area (sources of power in organization) not addressed. Further, Comfort noted in one of her responses that she categorized topic areas differently, i.e., putting election law, the art of fundraising, and how to work a room (networking) together. This researcher believes that to enhance the networking opportunities that have been built into the design of the program may be to have the Leadership Training session (part 1 & 2) which discussed sources of personal power; How to work a room; and an additional area on social networks and sources of power in an organization placed in a day of training so that the entire framework can be fit together rather than tangentially. Moreover, a little more detail on how to nurture different types of networks may be helpful to participants which was never discussed during the program. Thus, if the training was grouped differently with some additional information as noted, the "dots" would be connected to make it more meaningful and allow for participants to be able to understand the entire set of dynamics with a social networking context rather than bits and pieces of it placed in separate sessions. Finally, this researcher would place it earlier in the training session so that the participants would be able to use the new knowledge to put it in practice in events provided during the course of the program including in the December, January and May sessions where networking opportunities are more prevalent. In the words of Stevenson, "for the actual power of an organization exists in the structure of a human network" (p. 245).

In terms of the definition of "networking" in Chapter II, the program met the definition. In terms of the expanded ways to define networking as "social networks" as discussed by Stevenson, the program design could be enhanced to make it more meaningful with a higher degree of understanding of the types of networks in an organization and sources of power in an organization as well as how to nurture networks over a period of time so they are available when needed. On a final note with networks, the words of Kim Polese, CEO and Cofounder of Marimba, Inc. are worth repeating as a way for women to view networks. She said when giving advice to others:

> Don't be afraid of what you don't know; go out and learn. Some of the most influential people in the industry are the most curious and are constantly asking questions. It does not scare them; instead, they seek out the information.
>
> Also, I stress the importance of connecting with other people and building your own 'network.' That means connecting with a wide range of smart people with diverse perspectives on the business you have chosen and sharing ideas on a regular basis. The most successful people in Silicon Valley are the ones who have built the strongest networks.
>
> (Zichy, 2001, p. 139, quoting Polese).

Expectations:

Program: Most had a desire to learn certain skill sets to make them have a higher or better understanding of the political process, how things fit together, or to obtain leadership positions. Some didn't have any expectation or a low expectation. When asked whether opinions about the program changed after graduating, everyone that answered a questionnaire did at some level. Again, levels of changed expectations about program varied for each participant, but met expectations, exceeded expectations, thought program was great and would recommend it to

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others was voiced among many of the women. Many discussed the networking opportunities as a critical component to the overall success of the program with one participant clearly stating that three objectives of the program were met as follows: knowledge acquisition; contacts/networks; and confidence.

Self: Participants came into the program with varying degrees of experiences in the political process or had experiences in one component of the political process. Some wanted more knowledge or to become involved at a higher level in the political world including leadership positions but as one noted the "how" to have impact or influence was not clear. The involvement in the program seems to have changed the expectations of all except two where questionnaires were received. Many that would not have considered leadership positions or running for office would now consider such a position after completing the training program. Most are more actively involved in the political process after graduating. Higher levels of confidence and recognition of higher levels of competence were noted which were not present in initial responses to what motivated them to apply or that they wanted to acquire more confidence as an expectation of self. The "confidence" appeared to be a natural progression of acquisition as a result of the knowledge, skills, and experiences provided by the program as well as the relationship building that took place. The program in a way provided a forum for all of the women to grow so they could believe in their own capabilities. Similarly, Fiorina (2006) said that [b]elieving in someone else, so they can believe in themselves, is a small but hugely significant act of leadership" (p. 23). But, frustration was noted by some that the political arena is a lot of hard work and sometimes, comments by others are not positive which can impact on one's personal assessment and involvement in the process.

Much of what the participants said about "self" growing because of the training provided

through the Anstine series is similar to what Zichy (2001) explained in her book *Women and the*

leadership Q: The breakthrough system for achieving power and influence that

> [women] understand that leadership is not something one masters all at once; it is
> an ongoing process of developing skills, talents, and insights. They understand the
> formula self-knowledge leads to self-management, which leads to self-confidence,
> which leads to accomplishment, which in turn produces self-esteem and
> ultimately the ability to lead and influence others. Master this formula. It will
> give you the tools to develop your own path to success (pp. 12-13).

BUILDING BLOCKS OF LEADERSHIP

Leadership

⬜

Self-Esteem

[

Accomplishment

[

Self-Confidence

[

Self-Management

[

Self-Knowledge

(Zichy, 2001, pp. 12-13)

4.0   SUMMARY, CONCLUSION, AND IMPLICATIONS FOR POLICY, PRACTICE, AND FUTURE RESEARCH

4.1   SUMMARY

The research questions have been summarized and analyzed in Chapter III in separate contexts of voice, networking, and expectations of program and self. However, in this Chapter, the areas will be intertwined because this researcher believes that there is overlap with the categories that a discussion in summary form of the whole is warranted.

The overarching statement of the problem asked the following:

How does the Anne B. Anstine Excellence in Public Service Series, a leadership program for Republican women, provide a learning environment where women can enhance their voice, their networking capacities, and their levels of expectations of themselves and of the program?

Research has supported that leadership development programs help women to excel in our society. Leadership programs for women help women to harness their own innate abilities and skills in a more effective manner while at the same time building their confidence. The ability to share with other women of similar interests even with different professional backgrounds allow for diverse experiences to be brought to the table with a similar issue discussed—the political arena. As a result, the "voice" of the woman becomes stronger and able to develop in a "safe place to talk" and expand to new horizons on an individual development

basis of choice. The fact that the program is Republican versus Democrat is really not an issue except to address the fact that Republican leaders recognized that there was an absence of women in the political process as leaders, donors, and involvement. The Republican Party and certain states chose to take an active role to help change that dynamics and landscape for Republican women.

The way the learning environment for leadership training is different for the Anstine program as compared to other types of programs is that it was intense for a period of ten months with each participant encouraged throughout to take a stake of ownership in themselves and in the program. Further, the ability to have speakers as experts in their field in the political arena as well as the infusion of continual networking opportunities each month including ones outside of the scheduled meetings provided for endless opportunities to continue to grow and enhance networks, relationships, and build confidence in self as each participant explored the web or avenues of political involvement.

The researcher would equate the training program similar to a child learning about a city or state or about a certain part of geography. You can teach children facts about Washington, D.C. from a book for example with all of the monuments, history, the Capitol, and people. But, once you bring children to the actual place, let them use their senses to experience the history, their conceptual and theoretical basis is changed and becomes more embedded in their mind because of the "hands-on" experience which took place. Moreover, like learning to ride a bike, the more you do it, the better you get at it. The continual monthly experiences of networking, teachings, and the ability to engage in meaningful dialogue about the political process allowed women to become better at it, more comfortable in the environment as time went on and allowed for their "voice" to be heard. Many programs provide one part of the puzzle by offering the

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"theory" about what to do or not to do but the Anstine series provided not only the theory but the ability to share, volunteer, and experience the environment with the opportunity to enhance the skills that each had prior to coming into the program.

It appears that the women in the class as a whole had a heightened identity of self. Part of the increased awareness and increased confidence was a result of the "social" process of developing relationships with other women with similar interests in the group as well as being exposed to "social contexts" in the form of networking with various people of influence within the political arena. Also, some growth of the individual was self-imposed as Comfort believed because many had a desire to learn about some aspect of the political process or had an open mind to receive new knowledge and experiences.

Many participants even found that their desires and expectations of themselves in the program changed including considering other options such as running for office that would not have happened prior to their involvement in the program. Further, not only was the "voice" of the woman expanded and stronger, but networks were developed, relationships were formed and continue to grow and flourish, and expectations continue to be revisited with each new experience that the women have even after the program. As many commented, the program was great, met expectations or exceeded them including this researcher believing that the program was outstanding and provided remarkable results for all.

4.2   CONCLUSION

Leadership training programs for women that allow for support, encouragement and mentoring in an all-inclusive environment that includes knowledge building, relationship building,

meaningful dialogue, and people truly interested in the topic of coverage allows for the participants to grow in terms of their voice, their networking capabilities, and their expectations of themselves and for the program at large. The "entrepreneurial" approach taken by Olson and Comfort to train women in a political environment proved to be successful and met all of the objectives of the program as it was hoped that it would. The vision of Olson and especially for Comfort to implement the Anstine program and to be consistent in all aspects of the program allowed for success to be achieved for all participants at some level despite many saying prior to the program that it would not be possible nor would a statewide network be able to be created. Olson and Comfort found a way to forge ahead with a vision, determination, and perseverance which allowed for a culture to form from the program design established that allowed this researcher and many other women over the course of the last five and a half years to experience something so remarkable that no traditional formal education could ever provide. Women that have participated in the Anstine leadership training program are now positioned to take the next step in the political world as Olson and Comfort envisioned almost seven years ago.

4.3   IMPLICATIONS FOR POLICY, PRACTICE, AND FUTURE RESEARCH

Networks: Perhaps the biggest area for policy, practice, and future research should be on "networks." At the onset of the research and until only a few days prior to its completion, the idea of "networks" for this researcher was for the most part as defined in Chapter II. However, after reading the article written by Stephenson (2005), *Trafficking in trust: The art and science of human knowledge networks* the view and operation of networks changed to become more complete and with a heightened understanding. Further, after reading the article by Stephenson,

this researcher saw from her perspective a better way to organize the curriculum presented in the Anstine program on the issue of leadership development, networks, and sources of power of an organization and at a better time strategically. Such a session should be placed early on in the program so that the participants would have a better way to utilize the knowledge taught by practicing the skills at future networking opportunities during the course of the training program. Perhaps the November session would be a good time to introduce leadership development, networks, and sources of power since communication skills are taught in the October session. Then, further follow-up could be discussed a few months prior to graduating to see where people were in their development of those skills.

In terms of policy and practice, a serious examination should be done of higher education settings to determine the feasibility of creating a forum where the skill of networking could be fostered and developed with a building of relationships that is imperative for success long-term. The "art of networking" is continuous with relationships forming, developing, and contexts changing. A pilot study should be considered at institutions of higher education in departments that have programs for administrators or executives, albeit education, business or other fields where a component of "social networking" is infused continuously so that informal conversations and networks can be created among people of similar interests that come from different schools, business, background, and geographical locations. The success of the Anstine program with networking was a result of continuous and consistent infusion or "forcing" as some noted to be exposed to and to participant in with people similarly situated as well as with influential people in the field. Even teachers should be encouraged to attend such "social network" functions so that they can determine based on the dialogues created whether administration or executive positions which may not have been considered could be an

alternative to look into as a profession. Moreover, since administrators come from all over, "social gatherings" should vary from location to location to make it equitable for all to at least attend some of the functions and develop this critical skill that is necessary to survive and advance in any organization. In addition, practices should be implemented in higher educational settings where a course is taught on networking as well as "social" networks and their impact on school cultures, the unwritten rules of a school, and the sustainability of school practices.

Future research on leadership training programs should also look to consider the development of networks with a focus on "social network" theory and learning as espoused by Stephenson. Her forthcoming book that is to be released in February of 2008 titled *The Quantum Theory of Trust* would most likely be enlightening on how to structure the research question(s) that could be studied under this paradigm in terms of leadership training for women and policy practices.

Trust: The idea of "trust" being the glue that holds relationships together where knowledge is exchanged as addressed by Stephenson is another area to inquire about in terms of leadership and policy practices. If one studied relationship building and the "element" of trust in terms of how a culture is developed and who people turn to regardless of the hierarchy in place, this would allow for great insights as to how organizations function on a different plateau that is usually unseen but exists in every organization. A better understanding of the sources of power in an organization because of the "trust" relationships formed would allow for leaders to become more informed and aware of communication channels that impact on the entire organization performance and issues of sustainability.

Confidence: A central theme throughout the questionnaires of the participants was a heightened level of confidence in the political arena. The training, knowledge, and experiences

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over a period of time allowed for all the ability to grow in level of confidence. When the participants had more confidence, their ability to engage in conversations and their ability to see themselves at higher expectation levels emerged where they did not see themselves previously. In terms of policy and practice considerations, especially for women, the issue needs to be raised as to where there is a breakdown in those women who take the coursework to become administrators but don't aspire to the positions. Is it a lack of confidence? Would an enhanced training program that allows women to experience firsthand leadership in areas of educational experience make a difference for more women to take on such positions? Again, consideration needs to be given to how more women can become involved in central administration in key leadership positions and an examination of whether a lack of confidence in one's own abilities may be a major culprit to preventing women to succeed to these types of leadership roles.

Voice: This researcher acknowledges that the question posed to the participants about "voice" should have included the definition of voice as provided in Chapter II which may have changed or expanded responses. However, the responses provided were still enlightening. Future research on this topic could be expanded by having participants in a leadership training program answer some of the questions posed such as the expectations of self and program and view of the person's voice or expectations during the first session prior to any training taking place. The same instrument could be given half way and during the last class to allow for a method of tracking these themes in closer proximity to when the perceptions are formed. Reflection is always good but with every memory, some moments fade if not recorded.

Entrepreneurial Leadership: The "entrepreneurial" approach taken by Comfort and Olson to take the best of the programs and the modify it as well as make it longer than others has merit based on the outcomes found in this study. "Entrepreneurial" leadership is discussed in

texts with companies that are innovative and creative, especially in the area of technology. Most discussions of leadership in the traditional educational arena are not discussed in terms of "entrepreneurial." Exceptions to how certain leaders in the educational arena may be considered to take an "entrepreneurial" approach are where non-traditional superintendents are being hired and also those individuals who are running charter or cyber charters schools. Future research should consider studying those leaders in education that have been considered or identified to take an "entrepreneurial" approach to education that would impact on policy, practices, and teaching of future administrators.

Diversity: The women in the Anstine program come from a variety of experiences and professions but all have an interest in the political process. The diversity of the group of women allowed for experiences to be shared and diversified skills/expertise to be utilized where needed in a particular session or in the future for the benefit of better policies, better practices, and to help other women including candidates in the future. The diversity of the experiences and expertise should be seriously examined by higher education institutions. Non-traditional types of superintendents who have an interest in the betterment of public education are now being utilized because they are found to be effective leaders in the educational arena despite never even teaching a day in their life. Leadership skills of an individual in one arena have been seen to be applied successfully in another business or in an educational system. So, one has to wonder whether there needs to be more diversity in those selected for leadership positions in the educational arena to allow for better run schools and ultimately, better learning taking place in the classroom.

Recruitment Practices: Given what is considered by this researcher under "diversity" above, an examination of the policies and practices of recruiting individuals to receive higher

educational degrees—especially in administration should be done. Today, there is a requirement for most people who aspire to become principals and superintendents to teach so many years to receive certificates for principal or superintendent including years of coursework in a masters and doctoral program. Yet, in some circumstances, waivers are given to a select few that have never received certificates for principal or superintendent who have shown that such a route to leading a school can be successful. How can schools justify their intense doctoral programs to prepare leaders in educational administration yet overlook the training programs that are preparing individuals identified as successful leaders in other sectors such as business, government, and the military to become superintendents in urban school districts in a ten month period?   Should the certificates be a requirement to lead? Should the waiver be given to more diverse populations of individuals who don't meet the five year requirement but can show other successful leadership attributes? Should these individuals that aspire to leadership in education be given the opportunity to become a superintendent or principal outside of large urban school districts if they don't meet the requirements for a certificate of principal or superintendent if they meet other requirements or take all of the coursework in a doctoral program? There is a disparity in the current approach to leading in the educational arena. But, if waivers continue to be given to certain individuals where success is shown in the schools, how do institutions justify the present coursework required to become a school leader? If institutions create programs similar to the The Broad Academy that prepares individuals who are already established leaders in other fields in a 10 month training program and aggressively recruit these types of individuals for their academic programs how do you juxtapose the two different routes with one being several years to complete to achieve the same end result? No clear answers come from this analysis, but it is certainly an area that needs to be addressed and where changes are already ever-present.

All-Women Training Programs: Finally, the research supports that "all-women" training programs have positive outcomes for women. Future research should attempt to determine or look into how "all-women" training programs could be incorporated for at least some classes in higher education or how a training course spanning over a period of time could be developed into an educational curriculum similar to what was created with the Anstine program in the political setting. Such type of program could also be used in any other profession where women have not advanced to the degree that they should have into key leadership roles. As Bob Asher said who loved Anne Anstine dearly

> [o]ne of the greatest thrills of my life was being a part of the "A-team" [Asher and Anstine]. I learned more from Anne Anstine than anyone in politics. She was the trailblazer for breaking ground for women in politics. I support the Anstine Series, because training more women to lead in Anne's model will strengthen our Party, our government and our communities.
>
> *-Bob Asher, Anstine Board Member & National Committeeman for Pennsylvania* (Excellence in Public Service Series).

It is only the hope of this researcher that the statement made by Asher about Anstine as well as seeing the success of the Anstine program as envisioned by Olson and implemented by Comfort will provide the initial impetus to inspire other institutions and professions to find models of excellence in women and then create similar types of leadership training programs for them so that they may be able to participate more fully in key leadership roles in their professions for the betterment of our children, our institutions, our country, and beyond.

Final note from the researcher

As the researcher for this study and reflecting on all that has been written in this dissertation, I want to share with my fellow Anstine sisters and anyone else who chooses to read this document the following two poems that have anonymous authors but which go to the heart of where all women hope to be and that it is important to never give up.

Poem one:

This first poem was provided to me in a packet when I was a judge for a scholarship pageant of talented young ladies. The executive director of that pageant, a former student of mine while I was teaching at Clarion University, Laura King, provided it to all of the contestants and judges. I wish to pass it on in this dissertation about leadership and women because everything begins with a dream and believing in who you are as Disney had with his mouse.

Dare to Believe…

EVERYBODY KNOWS…
You can't be all things to all people.
You can't do all things equally well.
You can't do all things better than everyone else.
Your humanity is showing just like everyone else's.

SO…
You have to find out who you are, and be that.
You have to decide what comes first, and do that.
You have to discover your strengths, and use them.
You have to learn not to compete with others,
Because no one else is in the contest of "being you."

THEN…
You will have learned to accept your own uniqueness.
You will have learned to set priorities and make decisions.
You will have learned to live with your limitations.
You will have learned to give yourself the respect that is due,
And you'll be a most vital mortal.

DARE TO BELIEVE…
That you are a wonderful, unique person.
That you are a once-in-all-history event.
That it's more than a right, it's your duty, to be who you are.
That life is not a problem to solve, but a gift to cherish.
And you'll be able to stay one up on what used to get you down.

Author ~ Unknown

Poem two:

While doing my research for this dissertation, I came across the following poem in the book title *Notable Women of Texas* (1984). To the ladies of the Commonwealth of Pennsylvania and beyond, the words in this poem apply to all of us, not just to the women of Texas.

It's All in the State of Mind

If you think you are beaten, you are;
If you think you dare not, you don't;
If you'd like to win, but you think you can't,
It's almost a cinch you won't.

If you think you'll lose, you've lost.
For out in the world we find
Success begins with one's will.
It's all in the state of mind.

Many a race is lost
'Ere ever a step is run;
Many a coward fails
'Ere ever his work's begun.

Think big and your deeds will grow;
Think small and you fall behind;
Think that you can, and you will.
It's all in the state of mind.

If you think you're outclassed, you are;
You've got to think high to rise;
You've got to believe in yourself
Before you can ever win a prize.

Life's laurels don't always go
To the stronger or swifter clan;
But sooner or later the one who wins
Is the one who thinks, "I Can!"

-Anonymous

(Notable women, 1984, vii)

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APPENDIX A

Executive Director
Questionnaire/Interview Questions

Questionnaire or Interview

Executive Director

of the

Anne B. Anstine Excellence in Public Service Series

1. How and why were the courses and speakers selected for the 2006 Anstine Program?

2. How were the participants, if at all, involved in shaping the course outline for the 2005-2006 class?

3. How and why were the program locations selected?

4. What procedures were used to enable each participant to develop goals they intended to emphasize through their participation in the program?

5. To what extent did you observe that the goals selected by the participants were in fact the driving force of their participation in the program?

6. Why did you believe that the program you designed would enhance the participant's voice, increase the participant's networking opportunities, and raise their expectation levels of themselves and of the program?

Interview
November 13, 2006
with
Bernadette Comfort
Executive Director
Anne B. Anstine Excellence in Public Service Series

Questionnaire / Interview

Executive Director

of the

Anne B. Anstine Excellence in Public Service Series

1. **How and why were the courses and speakers selected for the 2006 Anstine Program?**

The courses are based in the history of the program when it was founded in 2001. And the class would have been 2002-2003. The majority of the curriculum from that point we stuck with. Nothing specific to the 2006 class. When we set out to do the program, we looked at doing a curriculum that would be as comprehensive as possible in the sense it would give women that would participate the ability to meet their individual goals. With that in mind, we knew they would be coming in with varying goals: some would want to seek office, some would want to be more involved in party leadership, some might want to learn the process to seek an appointment at a later point, whatever it might be. We wanted a curriculum that would cover everything that we called "soups to nuts" in how to take your next step in political leadership. The 2006 curriculum is an evolution of the initial curriculum.

We relied upon the founders of previous programs when we started our own. Pennsylvania was the 5th state. The previous programs were the Lugar, Lincoln, Whitman and the Davidson series all had curriculums and all four varied. I spent some time in the initial couple

of months going from state to state observing some of the different sessions. From that, my political science background and educational background formed what the initial curriculum would be for the Anstine program in Pennsylvania. A lot we have kept based on evolution and what has worked well. We have tweeked things from year to year based on participant evaluations, what worked well, what hasn't. Some topics are also grouped differently. Fundraising initially was in April. By the third year, we grouped election law and the legal end with fundraising and how to work a room together (how to network) with the notion that money and power go hand in hand.

As for grouping of topics, some topics evolved. For example, leadership development to leadership style and what does style mean in terms of camera, in terms of dress, what colors are good for you to what wear based on body type, make-up for on –camera and off since you look different on-camera. We have evolved in that sense because we didn't have that in the first year.

About 85% of the curriculum stayed the same when we created it for 2002-2003. From the best of four different programs, our background, our experiences, our curriculum a littler bit longer than the other states.

When we started out it was sort of entrepreneurial. We were not the first program, but how we approached ours was entrepreneurial. We were going to see what worked. A lot of people told us it wouldn't work. To create a statewide network and we were determined it would work. We knew we had to do everything top level and professional and be open to changing things and changing topics. Believe me, we could add more topics every year.

As for the speaker, some have stayed the same based on evaluations, based on how well they work with the program. One thing with the teachers, almost all with the exception of the federal government section, are Pennsylvanians. Even the one person we bring in from Ohio,

Mark Weaver, he had the background and was born and raised and first worked in Pennsylvania. I was committed to that because it goes to the heart of the program of creating the network for these women that come out of the program so that their trainers and speakers become people that they can contact as well and seek out as mentors, advisors, etc. I also think it is important to have an understanding of the state as a trainer. Mark Weaver, the gentleman from Ohio, he understands counties, people, and the Pennsylvania political structure. He is a great example of a person who I will have to the day I stop doing this because he is one of the highest rated trainers. He is just fabulous. He has been with us all five years. Pam Varkony is another example. There are a lot that we keep.

There are always new people we bring in. For example, local government. Although the main topic of local government did not change some of the sections did. We added a speaker during the local government on the topic of school board. We added topics like an alumni panel which we could not do the first two years but now we can. The history of the Republican party will also have different speakers because there are different players. For example, the new executive director of the Republican party. Sometimes we have new speakers through a natural process and not through an evaluation process.

When something works, why if something is not broken, don't fix it kind of thing is our theory about trainers and speakers. If there isn't somebody that isn't cutting it, they go. They won't be invited back. But we do have a lot of the same people.

Last year, we changed our April session on leadership. The session was changed a little bit because the previous speaker was a bit repetitive of the October session. We are always tweaking the program and in part because of the evaluations of the program.

2. How were the participants, if at all, involved in shaping the course outline for the 2005-2006 class?

The biggest way the participants are involved in shaping the program is shaping it for future years. Their evaluations often cause us to look at, for example, the topic may be local government, but what are we missing because there is always that question on the evaluation. What did you learn, what did you wish you would have learned, or something like that… So, the participants help us to determine what we might be missing or what we need to add with a broad topic for the following year. So in some ways they help in future years in terms of the curriculum.

One thing we started I think in the 2005-2006 class was for participants to come up with questions in advance of a topic.

The first session with the group discussing topics and putting stickers by the topics discussed was for the goals and objectives not for the broad topics selected. The course curriculum is so broad brushed that it is fairly set. The goals and objectives are for your specific class. We find is that the goals and objectives usually fall within the parameters of the broad categories of the curriculum. We haven't found that we necessarily need to add topics to the curriculum or another day. But, we can help to make the participants more constructive by making sure that they understand where they are learning their goals and objectives and what particular sessions they should really focus on for that goal. Goals and objectives do not shape the curriculum because the curriculum is already there. If the goals were so off the curriculum, I would have to say Ok, wait a minute, I will need to do another session or add something. But, so far we haven't had goals or objectives that are so skewed from the curriculum as a whole that we

haven't had to do. One thing we did last year and doing more this year, asking participants to ask questions in advance of the session so that the speakers might have more ability to speak to that particular audience because every class is going to be different. That is one small technique and we did get positive feedback from the speakers and the people that interacted in the class to help prepare them for their comments or prepare their session. The questions in advance help que the speaker of what the audience participants want to know about a particular topic in federal government or the operation in state government or what to say to the media, etc. The questions submitted in advance of a session by the participants helped for the program to be more pointed to the class participants expectations.

3. How and why were the program locations selected?

The DC one is obvious why we do federal government in a particular time. We specifically go to DC at the same time as other states which is now 19 states which is becoming a difficult thing to schedule with the different primary times or too close to a primary. In the beginning, it was not as hard because we were the fifth state adding on.

New York is another obvious one because it takes place at the same time as the Pennsylvania Society events.

In regard to the other locations, it became clear that we wanted it to be a statewide program. We knew we would all travel to make it somewhat equitable and appealing so that the woman in Erie is not having to go all the way to Philadelphia every time and the woman in Philadelphia is not having to go to Pittsburgh every time.

We knew we would move around so then it just became a logistical question of infrastructure and travel. We wanted to make it available if someone wanted to fly. So, we had

the sessions in the urban cities or urban areas. In addition to having infrastructure like the airport, it also allowed us to have the ability for corporate donors. A corporation to provide to us in kind meeting space and food. That helps us a lot financially for the program. The locations are very pragmatic with the exception the intent of doing it all over the state and not just one location.

January also tends to place the session in Harrisburg because of state government and you want to be at the State Capitol. We added Lehigh Valley two years ago with this is the third year we are going simply because we had a corporate donor come out of there and they also have a small airport. So, we added Lehigh Valley in year three.

We haven't added Erie yet because it is so expensive to fly into Erie even though there is an airport. I don't know how pragmatic it is for people. For driving, it is also a haul. The Pennsylvania turnpike makes Pittsburgh and Philadelphia feasible for people if they drive as well. If we could find corporate sponsors in Erie, it may be a possibility.

4. What procedures were used to enable each participant to develop goals they intended to emphasize through their participation in the program?

We started out in the September session having participants constructively identify their own individual goals for the next ten months as well as come up with top five common goals for the class that we can work towards. That exercise itself is not something we did in the first year or two. We formalize a program a little bit every time. The first year we had Pam Varkony who came in September to talk to the class and what we should be doing in the upcoming months and goal setting. From there, the goals developed. By the third, we had a format where each participant had their three goals they could write down and keep with them and then the five class goals. We sort of evolved over the course of time and spending mid-term in the sessions in

January reflecting where people were or thought they were in meeting their goals. What goals were remained undone, unaddressed, and where were they. Some goals can be obtained pretty easily in terms of information. Some goals are going to be an evolution. Some people came in and wanted a goal of having a network of political people. That is going all throughout. But, if they are sitting in a shell and can't find themselves in this process, January is a good time to reevaluate. Some may say I am still not there, I am not confident enough to interact with people, and things like that. December is a great month to network with people in New York.

One thing I would like to do this year is more one on one half way through the program. Not sure how I will do that yet. It would have to take form of a phone call or I would travel to do in person meetings. But, doing a little group reflection in January and doing more one on one with people to meet their goals. It will be time consuming. I am not sure how else to do it in an effective way because even though people are developing a sense of themselves as a leader and within the context of a group I still think it is hard sometimes for people to speak within the group and say what their shortcomings are in particular areas of goals and objectives.

It is sort of when you go from high school to college. You are really a smart kid in high school and you find out in college that everybody is smart. When you come into this Anstine group of women that are top notch it can be daunting sometimes for people. So, I think I am going to try to do a more one on one approach with people half way through the session. I would rather not do it on the phone if I can avoid it. I may be able to meet with people geographically when I am in that area.

5.   To what extent did you observe that the goals selected by the participants were in fact the driving force of their participation in the program?

The personal goals are given directly to the participant to do it. We have only done it in a group way for where I am involved. Anecdotal, informal, people talk to me during class and beyond the program itself. There is not a day that does not go by that someone doesn't call me. Christine asked Bernie "how are the girls"….so it is like a family. I do a lot of my contact by e-mail which makes it a lot easier. Some you hear from all of the time and some you don't hear from as much.

The whole process of goals, objectives, and mapping. This process has been on my mind for the last couple of years of the program. Particularly the last two years. Last year, a women in April, Dr. Greenwood who couched it in your own leadership style. I still need another day to do this somehow. Mapping your future and physically doing activities that would allow people that would plot their course in some more tangible or concrete way.

I know there are coaches that do that professionally but it costs thousands of dollars. It is so hard to raise money now for the program because of how   campaigns have gone and always raising money for campaigns constantly.

For those that came in with a specific goal I know. For some I can comment on for a specific goal but not everybody. Hard to keep track of everybody's goals. There are several people who clearly came in because they wanted to learn enough, learn the process, and create the network.

Lisa Baker is a terrific example. She has been in government for years. We felt like she should be interviewing us. She had everything in our minds. But she said she doesn't have the

network she needs, she wanted to understand how to run an effective campaign including fundraising because so many years down the line she was going to run for State Senator. Her goals were very clear.

The one concept that has been brought to light because of the campaigns of these women is the gender issue during campaigns and dealing with negative campaigning. How do you market effectively with negative campaigning?

In the March 2007 session on how to run an effective campaign, the negative aspects of campaigning and issues of gender will be addressed because of this past election cycle.

I could probably sit here with the list of 74 graduates of the Anstine program and identify many of their goals. For example, Cindy Potter, Ph.D., doctor of physical therapy. No interest in running. Her goal was to be appointed to the state board of physical therapy, which two or three years ago she was. In order to do that, she needed to know the network and the process of applying. After she graduated, she ran for borough council but she didn't come in with that goal nor would she have done that before.

For some women, they are trying to define their goals or define themselves in some ways within the political world. Who are you within the political world and what kind of leader do you want to be or can be in this political world? For some people, that is what they find out through the process.

I have not meticulously charted or tracked peoples goals but I probably should. I could tell you at least fifty percent of people's goals. But it is not on paper and probably should be.

6. **Why did you believe that the program you designed would enhance the participant's voice, increase the participant's networking opportunities, and raise their expectation levels of themselves and of the program?**

I never thought of it terms of a participant's voice but now I can see it. I called it more about enhancing someone's self empowerment. It seemed in this world of politics, given them some self-esteem and self-confidence to be able to participate as a leader within this political arena. I believe in order to be empowered, knowledge is power. I believe in designing the curriculum in such a way that it was so comprehensive—too basic for some people coming in terms of some topics. This would apply to women who work in state government would probably feel the state government session was too basic. We had a woman who was a county chair and she knew how the state part operated. But, we knew if we did a broad enough curriculum, we would be able to engage people and keep people's interest. We believe if we gave them all of the knowledge and then the tools (how to deal with the media, communication, how to present your self physically and professionally, and how to fund raise) –this is what they needed to take the big step or the next step to have that voice or find their voice and their ability within the political world.

Bernadette was given the definition of voice from Chapter II and asked to comment if it would change in any way her response. Bernadette found that the definition was exactly it, about the ability for someone to participate in an effective way—in this business if you would…it certainly is important to be able to participate in an effective way—to be able to be knowledgeable, to be articulate, to accept confidence, and to have the network to be able to achieve whatever your goals might be. That all ties into the networking.

With regard to the beginning dinner of each session called "Conversations to Create a Network", that was a way to collaborate like the boys golf what are we going to do. We decided to make it optional and recognize that although men need to balance things, women balance more. We knew we had to balance the caregivers for children, parent or someone else. So, we made Thursday optional. But it also presented a dilemma. Should we do this on a weekend. I thought that people work and people want to spend time with their family. Thursday was optional but we wanted it to be constructive. We decided to provide the opportunity for the women in the class to network with each other and future years with the alumns. But, also women leaders in that particular physical area were also invited to come. What are we trying to do? Create a network. So, that is what we called the dinners "Conversations to create a network." We did it intentionally because voice is developed. It is not that women don't golf today but the idea that all of these things happen or the deals are cut, or negotiations occur on the golf course, and particularly on the 19th hole at the bar. So, we decided we would provide a mini event to provide women the opportunity to sit down and break bread and talk to each other and interact. In the process, the dinners helped to create a support network as well where women could share some issues on an informal basis including coming late because a child got sick or something.

What was intentional was the speakers contact information. We didn't need to provide the contact information including phone number, fax number and e-mail for people to follow-up with you. That was intentional for people to create their own individual contacts and develop relationships with the speakers on their own terms.

We built in bigger networking opportunities at the January networking reception. In January, we look at the interface and intersection between private and public sector and how the

business community can and should influence the legislative community and political process. So, January is a great networking opportunity for people—that particular reception.

New York is the same. We make it available. We don't have the resources to pay and house everyone, but we make it available and it is a great networking opportunity.

DC is another great example. Most of the programs that exist with their budget don't do the dinners that we do. We specifically look for a firm or somebody to sponsor us and bring us speakers. For example, the incredible opportunity at the Capitol Hill Club.

As for expectations of the program, some if it was by design. We had examples. We set the bar high and selected people that had high expectations. I don't know that I can be more specific. We always hoped it would increase each participants expectation of themselves as well but we didn't know if it would.

From my observations, I definitely think it did raise participant's expectations of themselves. At the beginning we didn't know if it would or wouldn't or to what degree it would. Again, the leadership series have been around for over ten years but there has been no real study of how well these programs were doing anything—empowering women, networking, providing them opportunities. So, part of it was a crap shoot of how we went about it. I think it is the personal expectations that Christine set at the beginning and tone of the program as well as the professionalism of the program from the beginning. From the beginning we said we were going to do this and we did it. We never canceled sessions. We don't let people miss. We said from the beginning if you don't do this, we kick someone out. The first year we kicked someone out. It was one of the best things for the program to send a message that we were serious. That is probably my hard core way. My nick name is "Bernie's Boot Camp." John Perzel thought he was tough and he thought I was more tough with the rigorous expectations that I have. I guess it

was sort of whether your write them or say them…the attendance expectation and professional expectation. We try to address anything that comes up. Hard but soft. I would socialize to a degree at the dinner but after I wouldn't. I come from a higher education background and you don't socialize with the students. It was probably the hard core expectations that I put down from the very beginning that got me the nickname "Bernie's Boot Camp." Christine is inspirational as well and that is why I insist every year she is part of all of the initial program, why we did this, her story, why it is important to have a network of women and what her expectations are. You have to put in as much as you want to take out. We have also done it in a personal way with our personalities.

The program has an identity now. The first two classes really had no idea what they were getting into and at some level we didn't know what they were getting into either. We had to set the bar. People come into it and think I will try this and see where it takes me. Then, some say I want to do this, this, and this. They see the opportunity and they learn how to see it maybe. I think they come into it with some generic idea of what they want to get out of it or they may think I need to figure out what I want to get of this process or political world. As times goes on, it is the energy or the sharing among the group or even a few that you particularly talk to that helps to shape or change people's expectations of themselves and are pushed to a higher level in the whole process--whether some of it is self-induced or some is programmatic or with people they are interacting with.

Some of it is so intangible in a way. But yet it is real. There is reality to what is really happening here. Sometimes I don't realize or forget how powerful it really is or the difference that it really makes. In a campaign, you see the end result—50 + 1. So, even though you work really hard and your candidate doesn't make it across with the 50 + 1, you are going to evaluate

it. There is a clear way to evaluate success. That doesn't mean the person who lost is not a good person.

Everyone with the elections is engaged and involved which is good. But, with the Anstine races, it would have been nice to have them more focused on these races but you can do only so much. So, a session at the end will focus on what it means to participate as an Anstine Alumna.

She didn't know how the "diva" was started. Some class member in the first class started it and the first class had buttons that said "Anstine Divas." Since that time, the Anstine participants have been called "divas" including in e-mail correspondence.

APPENDIX C

Participant
Questionnaire

Questionnaire

Participant in 2005-2006 Anne B. Anstine Excellence in Public Service Series

1. What motivated you to apply to the Anne B. Anstine Excellence in Public Service Series?

2. What were your expectations of the program prior to the first class meeting?

3. What are your opinions of the program now that you have graduated?

4. What were your expectations of yourself in terms of where you saw yourself within the political process and your involvement when you submitted your application to be considered for the program?

5. How did your expectations of yourself change within the political process because of your involvement in the program?

6. How would you say your voice changed from the time you entered the program to when you graduated from the program?

7. How would you say the program offered networking opportunities to you?

8. How did you engage in such networking opportunities?

APPENDIX D

**Participant
Responses
to
Questionnaire**

Questionnaire

Participant in 2005-2006 Anne B. Anstine Excellence in Public Service Series

1. What motivated you to apply to the Anne B. Anstine Excellence in Public Service Series? I have always desired to aid my community through public service. Mrs. Eileen Melvin, who was serving as the Republican State Committee Chairperson, introduced me to the program. It was my desire to enhance my leadership skills, as well as meet other people in positions that could be beneficial to future political endeavors.

2. What were your expectations of the program before the first class meeting? I expected the program to be a great way to meet Republican women who shared the same interests. I enjoy meeting people from the Commonwealth of Pennsylvania. I expected to gain new insights into Federal, State and Local Government. My goal was to reach new levels of personal achievement and enhance my public service skills.

3. What are your opinions of the program now that you have graduated? I have benefited greatly from the leadership techniques shared by the Anstine speakers, as well as my fellow participants. My experience in the program taught me skills to enhance my public service pursuits and introduced me to a collection of quality women that have become treasured friends.

4. What were your expectations of yourself in terms of where you saw yourself within the political process and your involvement when you submitted your application to be considered for the program? When the program commenced, I was in my second year as a County Row Officer. With my commitment to public service just beginning, I felt it necessary to take advantage of opportunities that would enhance my skills as an elected official. My goal is to do my best everyday. Each day, I must make countless decisions that affect the daily lives of the citizens of my county. I want to assemble every tool that is available to me to achieve my goals.

5. How did your expectations of yourself change within the political process because of your involvement in the program? I understand that the political process is hard work. A commitment one gives to the greater good. I enjoy the office that I currently hold. In the event that I am called upon to seek higher office, I feel that

I have the confidence and ability to serve the citizens of this great Commonwealth to the best of my ability.

6. How would you say your voice changed from the time you entered the program to when you graduated from the program? I have gained confidence in stepping forward to serve in leadership positions. I do not hesitate when called upon to assist my community. I will always be a voice in and for the County of Somerset and the citizens of this great Commonwealth.

7. How would you say the program offered networking opportunities to you? The networking opportunities were definitely great fun. I enjoy meeting new people and learning about their families, occupations, political achievements and goals. I especially enjoyed the event in the Capitol in Harrisburg. The beauty of the building, the feeling of all the political influence in the room, coupled by the fact that at this point our class was really beginning to feel comfortable with each other. At that point, I really felt a part of something special. I felt that my classmates had the potential of one day serving in the great halls of our state capitol.

8. How did you engage in such networking opportunities? I serve on the County
   Chamber of Commerce Board of Directors. This board has given me the
   opportunity to attend networking opportunities on a frequent basis. The
   individuals attending are the mover's of shaker's in Somerset County. The
   experience has provided my the opportunity to get to know my constituents better.
   I look forward to attending the events to talk about the great things happening
   here in Somerset County, as well as talking politics.

Questionnaire

Participant in 2005-2006 Anne B. Anstine Excellence in Public Service Series

1. What motivated you to apply to the Anne B. Anstine Excellence in Public Service Series?

I felt like I needed something to push me to get more involved in the political world. I truly love government and the process, but I needed a program to help me get motivated to get more involved. I didn't need the motivation to apply — I used the program as my motivation.

2. What were your expectations of the program prior to the first class meeting?

My expectations were two-fold:

First to be educated: I knew the Anstine program would provide me a wide-range of knowledge through the packed curriculum.

Second networking: This programs endless opportunity to meet, socialize and exchange idea with others is a never ending endeavor.

Third encouragement: As a graduate of the program, now I know I have backing of nearly 100 women and counting to enhance my political activity.

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3. What are your opinions of the program now that you have graduated?

I would recommend any women -- of any age to consider applying for the series. It is an experience that they would want to miss.

4. What were your expectations of yourself in terms of where you saw yourself within the political process and your involvement when you submitted your application to be considered for the program?

I found myself involved in many aspects of the political spectrum, but I was really sure where or how I fit into the complex process,

5. How did your expectations of yourself change within the political process because of your involvement in the program?

Prior to the program I always thought of myself of a "behind the scene" person. I always said I enjoyed helping, supporting the elected official but now I was forced to consider other options.

6. How would you say your voice changed from the time you entered the program to when you graduated from the program?

I believe that I have more confidence in myself because I can look across the state and see women, my age, with my background making a difference -- and making it happen.

7. How would you say the program offered networking opportunities to you?

Not only during the semester I was a student but monthly opportunities exist to continue to meet more influencial people.

Due to the strong branding of the program - an alumna of the Anstine Series has endless opportunity to network.

8. How did you engage in such networking opportunities?

It is important to utilize each time to meet new people. But also to touch base and follow-up with previous acquaintances. Elected officials meet hundreds of people so take every opportunity to reintroduce yourself to them.

Questionnaire

Participant in 2005-2006 Anne B. Anstine Excellence in Public Service Series

1. What motivated you to apply to the Anne B. Anstine Excellence in Public Service Series?

   I wanted to learn more and become more involved in State politics.

2. What were your expectations of the program prior to the first class meeting?

   I expected to meet and work with the group in more "projects". It wasn't as much work as I expected. I also expected to learn alot about the nuts & bolts of a Campaign, which I did, and also the State body

3. What are your opinions of the program now that you have graduated?

It was an excellent learning experience.
I not only learned about "things" I hadn't
had exposure to before but also learned
alot about myself.

4. What were your expectations of yourself in terms of where you saw yourself
within the political process and your involvement when you submitted your
application to be considered for the program?

I saw myself as a fundraiser and pretty
much just in my geographical area.

5. How did your expectations of yourself change within the political process because of your involvement in the program?

I now am involved more state wide and nationally than I had ever expected and also went to be more than the fundraiser.

6. How would you say your voice changed from the time you entered the program to when you graduated from the program?

I think my "voice" is louder and more confident. I believe others view me as more knowledgable and will listen to my "voice" more knowing that I am an AA grad.

7. How would you say the program offered networking opportunities to you?

It opened up other parts of the state to me not only politically but also in business opportunities.

8. How did you engage in such networking opportunities?

I have attended various events in other parts of the state that I otherwise would not have. I have also kept in touch with several of the women and not through for business I have contacted and visited with some of these woman.

Questionnaire

Participant in 2005-2006 Anne B. Anstine Excellence in Public Service Series

1. What motivated you to apply to the Anne B. Anstine Excellence in Public Service Series?

   I had attended a fund-raiser for women in politics and picked up the packet of information for the next class. Thought it would provide me with a great deal of information in the political arena. Always interested in learning.

2. What were your expectations of the program prior to the first class meeting?

   I had expected to be exposed to a broad knowledge base of politics.

3. What are your opinions of the program now that you have graduated?

   I believe it's a great program. As with any program, improvements could be made. There could be more individual attention, guidelines on how to stay involved. The distance for some throughout the state makes it difficult to attend many functions. The program could offer satellite opportunities.

4. What were your expectations of yourself in terms of where you saw yourself within the political process and your involvement when you submitted your application to be considered for the program?

This definitely is a program that a woman should participate in prior to running for any political office. I was involved in what I would call the "outskirts" within the political process...having supported and worked for candidates. This program provided me with much insight that I could have used prior to running for office myself.

5. How did your expectations of yourself change within the political process because of your involvement in the program?

I don't know if my expectations changed. I think the program confirmed for me that I do not enjoy confrontation and am not comfortable with it. So, I would question how strong of a politician I myself would be. I am a good "worker" but don't know if I have enough "fight" in me to do what often needs to be done in the political process. If you have a strong goal to accomplish something, you probably develop this.

6. How would you say your voice changed from the time you entered the program to when you graduated from the program?

> I learned how important it is to be firm in your beliefs and willing to stand up for them no matter what anyone else may think.

> I also learned how important it is to stand up for someone else and to be able to be chastised because of it.

7. How would you say the program offered networking opportunities to you?

> The program offered many networking opportunities but I didn't experience any specific opportunities for myself.

8. How did you engage in such networking opportunities?

> Since I wasn't searching for something specific in the way of a position I found I wasn't as active within the networking opportunities as one might be. Most of the opportunities are within major cities and I am not near them.

Questionnaire

Participant in 2005-2006 Anne B. Anstine Excellence in Public Service Series

1. What motivated you to apply to the Anne B. Anstine Excellence in Public Service Series?

In 2004, I was considering running for a public office and found the Anstine web site through a google search. I knew nothing about running for a public office and felt there must be programs/training available to learn what is involved. Timing was wrong for me, so I applied the following year to the program while I was running for school board director.

2. What were your expectations of the program prior to the first class meeting?

From the literature and the questions/discussion during the interview process, I felt I would learn about running a successful campaign at the local, state, or federal level, meet some interesting people in PA politics, and develop a network of women with similar interest in politics.

3. What are your opinions of the program now that you have graduated?

I feel the program gives women access to anyone of power/influence in PA politics. A graduate of this program should be able to develop and maintain a network of political contacts for future goals in public office or to become more involved in campaigns in volunteer and paid positions. By maintaining activity in program networking events any program participant should be able to develop their own contact list, political relationships, and friendships.

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4. What were your expectations of yourself in terms of where you saw yourself within the political process and your involvement when you submitted your application to be considered for the program?

Coming into the program, I was a novice in regards to my knowledge of PA politics, campaign strategies, what it takes to run for public office, or contacts within the state. My expectations were to develop a network of contacts and the background knowledge to become more actively involved in the political process. I also hoped that being in this program would help me with the current office I was running for and any future offices I would seek.

5. How did your expectations of yourself change within the political process because of your involvement in the program?

I am not sure if my expectations have actually changed because of this program. I am more knowledgeable, more involved in the political process, and I have a better understanding of running a campaign for public office.

6. How would you say your voice changed from the time you entered the program to when you graduated from the program?

Initially, I felt that my knowledge of PA politics or politics in general was very limited and that my opinions would not make a difference. As a result of the Anstine program, I now feel that part of the political process is everyone being involved and sharing their knowledge base with politicians so they may make 'better' decisions that have positive affects on the majority of our society or communities. So, I now feel I have a better understanding of how constituent's responsibilities and legislators responsibilities come together for a more effective government.

7. How would you say the program offered networking opportunities to you?

Each of our monthly sessions started with a networking event/dinner, which we met many people from across PA involved directly or indirectly in the political process. Also, we were offered the opportunity to attend numerous political events across PA which gave participants additional time to network.

8. How did you engage in such networking opportunities?

I worked the room by introducing myself to people with a short catchy phrase, probing to learn one or two interesting facts about each contact, and obtaining business cards to follow-up with contacts later. Each person I met would receive a follow-up thank you note after the initial meeting, as well as, periodic contacts to maintain the relationship.

Also, my Anstine sister's would introduce me to people they already knew at different functions we attended together. The value of networking within this group is really by expanding your network through the other participants and graduates of the program.

Questionnaire

Participant in 2005-2006 Anne B. Anstine Excellence in Public Service Series

1.   What motivated you to apply to the Anne B. Anstine Excellence in Public Service Series?

Initially it was my interest in local politics that motivated me to apply for the Anstine Series. I had been heavily involved in doing work to promote the efforts of our local Republican committee and in running local school board and commissioner campaigns and was looking for more training to help me in those areas. But, in 2004 my interest grew as a result of my involvement with the Bush/Cheney campaign. The excitement of politics at that level and the frustration, at times, with the less then coordinated efforts between the national organization and the local one. I saw the program as a way to get more seriously involved in the politic arena.

2. What were your expectations of the program prior to the first class meeting?

I looked at this class as a mini Poly/Sci course. I expected to be taught about the various aspects of politics and government. I had hoped to meet people from across the state and to learn about happenings outside of the Philadelphia area.

3. What are your opinions of the program now that you have graduated?

The program certainly gave the opportunity to study and learn about various areas of politics, from the campaign strategy to the 'ask' for financial support. The personal interaction was greater than I expected both within our class and with our mentors and tutors. The program is certainly not the ticket to success though. As demonstrated in the personal stories we heard throughout the program, success with come with perseverance and patience and depending on where you live (and the leadership in the local chapters of the Republican committee) that may be harder for some than for others.

4. What were your expectations of yourself in terms of where you saw yourself within the political process and your involvement when you submitted your application to be considered for the program?

At the time of my application I was confident in my involvement at the local (Township) level. I had strong connections within my community and believed that I would eventually run for a position on school board or board of commissioners, with the support of the township Republican committee. My hope was that I would be able to break into County level politics in the area of County Council or like position.

5. How did your expectations of yourself change within the political process because of your involvement in the program?

To be honest, it has been more frustration than anything else. For some, involvement in the program is seen as a positive thing and for others it actually can be seen as a threat. I have learned that I need to work harder to prove myself. I believe that my commitment and experience prior to the program and my education as a result of the program make me a valuable resource and one that should be utilized. My expectations are perhaps a little less lofty, as if a county office is a loft expectation, and I realize I need to spend more time establishing relationships before I can really use my skills learned through the program.

6. How would you say your voice changed from the time you entered the program to when you graduated from the program?

Regardless of my struggles noted above, I believe that my voice is one of having more confidence. I can and often do draw on the lessons from the program and with greater confidence share my opinions on various discussions from campaign strategy to building the strength of our local committee. I am a more confident leader secured by my knowledge and training.

7. How would you say the program offered networking opportunities to you?

The people that we met and had access to were amazing. They all seemed very genuine when handing out their cards and telling us to 'contact them' if we needed anything. The Anstine program has a wide range of supporters who were very generous with their time.

8. How did you engage in such networking opportunities?

The degree of networking was really up to the individual. Some in our class really took an assertive approach to networking, not worrying about how that contact may or may not be important in the future. Others, myself included, took a much more subdued route. This is an area in which I need to improve. I did not take full advantage of this aspect of the program, yet! I am confident though, that future opportunities will present themselves through the Anstine Alumni organization.

Questionnaire

Participant in 2005-2006 Anne B. Anstine Excellence in Public Service Series

1. What motivated you to apply to the Anne B. Anstine Excellence in Public Service Series?

I had applied the in the previous year and was turned down. I assumed it was due to my resistant to follow the instructions provided with the application. In addition, I don't like hearing the word no. Now that I've said all of the basic reasons let's get down to the real reason. I'd heard that it was an excellent program and I wanted to see for myself. I wanted to see if the program could provide some new information.

2. What were your expectations of the program prior to the first class meeting?

I really had no specific expectation at first. None of the people I knew would say anything about the experience in the program so I was in the dark. I just enjoy learning new information and wanted to opportunity to learn more.

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3. What are your opinions of the program now that you have graduated?

It has benefited me a little. I think that there are other mitigating factors which prohibit me from fully utilizing the skills that I've learned from the program. I'm somewhat shy and don't always state what I'm thinking. Its difficult to get to know people whom I perceive don't want to know me. So I tend to stand back away from the crowd because I feel I won't be accepted.

4. What were your expectations of yourself in terms of where you saw yourself within the political process and your involvement when you submitted your application to be considered for the program?

I keep this open and still do. I'm not sure what or where I'll be in ten years. I'm hoping that I've made a least one last career change and doing something that I fully enjoy. No matter what I will always be involved in politics in some capacity.

5. How did your expectations of yourself change within the political process because of your involvement in the program?

Well I entered the program not looking to run for any political office. I ran for Ward Leader in my community and didn't win. So I tried something that I never set out to do. After the way things turned out I don't think I want to run for anything else. Someone told me just recently that I'm too old to make a difference in what's happening politically within our society.

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6. How would you say your voice changed from the time you entered the program to when you graduated from the program?

I wouldn't say that my voice changed. I left the program armed with a group of women who might be facing some of the things that I face within the political arena. I'm still quite shy when dealing with people I'm not familiar with. I don't really tell everything that I'm thinking or feeling.

7. How would you say the program offered networking opportunities to you?

The program offer a myriad of networking opportunities to each participant i.e., dinners, networking parties, training sessions. Another way this was done was by moving the session around the state and into NYC and DC. During the training sessions speakers and trainers came to discuss there area of expertise.

8. How did you engage in such networking opportunities?

I enjoyed the networking opportunities in as much as I could. I fear the unknown and so being in those networking. I do not like to ask anyone for anything. Sometimes I felt disconnected because I didn't know a sole in the room. Then there were times when the strangers in the room weren't all that intimidating.

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Questionnaire

Participant in 2005-2006 Anne B. Anstine Excellence in Public Service Series

1. What motivated you to apply to the Anne B. Anstine Excellence in Public Service Series?

I had been approached by local party leaders about the possibility of considering a run for elected office (township supervisor) since I fit the profile of what the partyconsidered an "ideal" candidate (woman, business background, location of my residence). I declined the invitation due to the fact that I had no prior experience or knowledge of the processes needed to run, win and serve.   A woman who has been politically active for more than 4 decades told me about the Anne Anstine program and suggested that I apply.   When I investigated the program I was encouraged to find that many of the areas in which I felt ill-prepared were covered.

2. What were your expectations of the program prior to the first class meeting?

Having attended a variety of other "leadership" courses for women my experiences led me to have relatively "low" expectations.   I came to the first session with my "jury" out on whether this would be another male-bashing course to incite women to action.   Quite the contrary is what I found, from literally the first session.   The content, structure and focus impressed me time and time again.   This was a serious attempt at preparing women for public service--- the "Executive MBA of Politics".

3. What are your opinions of the program now that you have graduated?

It is a model for success—and stunningly effective! I am so proud of being able to introduce myself as an alumna--- the program is well thought out, substantive and while perhaps not intended to be "sequential" it addressed three key objectives: building knowledge, contacts/network (and confidence). The areas of study were in leadership (developing a personal style and presence), the workings of government (local, state, federal), the business of the political process (campaigns, fundraising, election law, etc.). Lastly, the importance of building and maintaining a robust network of contacts was woven throughout every class. Leaving the program as a graduate each woman was armed with no less than 150 contacts that will recognize the words "I'm an Anstine alumna from the class of …." And be willing to respond.

4. What were your expectations of yourself in terms of where you saw yourself within the political process and your involvement when you submitted your application to be considered for the program?

I considered myself largely uninformed, and un-engaged (beyond routine voting in general elections—sometimes the primaries). I did not have any real understanding of the way that local governments worked, how the tax base was linked to the elected officials in the township, etc.

5. How did your expectations of yourself change within the political process because of your involvement in the program?

   I learned that there is no magic ("pay no attention to the man behind the curtain"— emphasis on "man") and once I felt I understood the environment I became far more comfortable attending meetings, working at the polls, engaging in membership activities (local councils of Republican Women, etc.) I accepted an appointment to our county commission on women and families and I have been elected to the Board of our local council for Republican women. I am now much more comfortable engaging in a discussion of politics as a result of being informed. I am still not sure that I will run for elected office but I am certainly far more inclined to consider it seriously.

6. How would you say your voice changed from the time you entered the program to when you graduated from the program?

   Essentially the same answer as #5 above… now that I feel informed I feel that I can be "credible" in dialogue. Also—I have many, many new friendships/relationships in the network that are politically charged so the opportunity to use my voice is more evident.

7. How would you say the program offered networking opportunities to you?

The entire program (and alumnae activities subsequent) is built on a solid foundation of meeting people who are committed to networking and are willing to do so with (or without) the expectation of reciprocity. The speakers, the alumnae, the elected officials who are supportive, the party leaders, all the various relationships… every single interaction provided the contact information and invited candidates to connect and re-connect. All the tools (including the requirement to write thank you notes) were offered and reinforced.

The assignment of a mentor (and alumnae ambassador) were good examples of providing a more personal environment to establish trust and communication. Additionally, each year the updated alumnae list is distributed to ensure that the women can remain connected through the network as it grows.

8. How did you engage in such networking opportunities?

I have always been a good networker—a natural relationship builder so this was like a bonus to me. I was (and continue to be) eager to meet new people and did so with vigor. I regularly sought the counsel of my mentor (and ambassador) and have attended as many of the ongoing activities as possible since I ALWAYS meet someone terrific through Anstine. I have similarly recruited 3 new candidates for the program and continue to.

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Questionnaire

Participant in 2005-2006 Anne B. Anstine Excellence in Public Service Series

1. What motivated you to apply to the Anne B. Anstine Excellence in Public Service Series?

I was not aware of this training until someone mentioned it to me at a fundraiser and thought it would be a great opportunity and encouraged me to apply.

In looking into this program after being involved in grassroots efforts for a couple of campaigns and being interested in more formal training in the political process, it was apparent that the Anstine series provided that opportunity. I had attended training through the Leadership Institute (Washington DC organization) which served to whet my appetite. Additionally, this program focused on women in leadership which is lacking in the political arena especially in Pennsylvania.

2. What were your expectations of the program prior to the first class meeting?

I did not enter the program with specific expectations but to have an opportunity to learn as much as I could about the political process. I knew that grassroots was important but so was fundraising and actually managing a campaign. I wanted to be able to put it all together so I could become more effective.

I was hoping to be able to use the knowledge I had gained to be able to work to obtain leadership position(s) in the Republican Party.

3. What are your opinions of the program now that you have graduated?

This program exceeded my expectations. I have a much better understanding of not only the role of grassroots and fundraising but how everything fits together including messaging. Including what is important to the voters and being true to oneself as well. In addition, I have a much better appreciation for the role of networking and that it is done for a purpose. There is a give and take and it is not just about meeting people. It is about the goals and objectives, very similar to business. Politics is a business and should be treated as such.

I definitely recommend this program to any woman serious about being involved in the political process – both as part of a campaign and as a potential candidate at all levels of government.

4. What were your expectations of yourself in terms of where you saw yourself within the political process and your involvement when you submitted your application to be considered for the program?

When I submitted the application, I did not really have a specific vision for where I was best suited. I knew I wanted to be involved and eventually be in a leadership position – that could be a leader in the Republican Party or be an elected legislator. I also thought I would have to be a good fundraiser.

I knew that I had demonstrated leadership in my professional career and that I have what it takes to be a leader in politics as well but I needed to become better educated and needed to build credibility. I also saw this program as an instrument to help build that credibility.

Bottom line, going into the program I knew I had a passion for the political process, a passion for legislation and I wanted to have influence but the how was a big question for me. I did not have a history or lineage that I could draw upon so I thought this program would be beneficial.

5. How did your expectations of yourself change within the political process because of your involvement in the program?

I found that I am capable of doing many things and when I demonstrate confidence, people have confidence in me. I know that I could run for office if I so desire and that I have the capability to articulate my vision and run a clean campaign and with the proper support, I could come out successful.

But I also learned that I can be a much greater influence in the overall political process if I grew in party leadership. It is the party that helps shape and select future candidates, sets platform and vision. Because I feel so strongly about the future of this Commonwealth and our Nation, I want to be able to influence the direction. Therefore, my aspirations have been modified to earn an opportunity to serve as a Party leader at the state or federal level.

6. How would you say your voice changed from the time you entered the program to when you graduated from the program?

Between this program and the other experiences I have had due to this program, I would say that I am more realistic about what it will take to become a leader in the Republican Party. It does require significant sacrifice on family and the balance with one's professional career is also a consideration.

But I also know that I do not have to do everything now – there is time to grow in experience, continue to develop and gain credibility. I also know that I need to do some future planning and not just wait for things to happen. I have been blessed with tremendous opportunity and now it is time to plan and then follow through to support the Party as well as the program.

7. How would you say the program offered networking opportunities to you?

The design in this program alone has provided tremendous opportunity to meet so many capable women at all levels in the Commonwealth – from my classmates, the alumnae network, our instructors and all the other people we have met. Some have proven to be quite valuable from a personal growth perspective already.

The design of the program "forced" one to adapt to networking which has helped as I have navigated my own county. And I have learned that networking never stops. It is an ongoing process of nurturing and growth.

8. How did you engage in such networking opportunities?

Specific sessions (events) in Harrisburg, Washington DC and PA Society provided the best opportunity for networking. These forums enabled interaction with legislators, lobbyists, business leaders and others which proved to be the most valuable in the program from a networking perspective.

It was the confidence and demonstrated ability to reach out at meet others and have meaningful dialogue that has led to opportunities for leadership positions on major campaigns in the 2006 election cycle.

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Questionnaire

Participant in 2005-2006 Anne B. Anstine Excellence in Public Service Series

1. What motivated you to apply to the Anne B. Anstine Excellence in Public Service Series?

I wanted to add to my knowledge on politics and the political process, learning more about how I could participate in the process at an enhanced level. I have always been interested in politics and policy. I hoped to learn how I might participate at the level of considering or reviewing policy options (including legislation) and possibly implement or influence decisions.

I was interested in participating in the election process and make the best use of my personal expertise in efforts to elect worthwhile candidates.

I wanted to enhance my professional credentials and make valuable contacts for the future.

2. What were your expectations of the program prior to the first class meeting?

Unsure. I knew what the program agenda said but was unsure about the people involved and how I would fit into the group.

3. What are your opinions of the program now that you have graduated?

I gained a good bit of theoretical knowledge and met some wonderful people. The materials presented on personal leadership and political and electoral theory were very helpful to me, along with the material on election law and campaign finance law.

I would have liked to get more specific info on how to prepare finance reports and how to track donations through the publicly available websites, as well as information on HAVA issues.

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4. What were your expectations of yourself in terms of where you saw yourself

within the political process and your involvement when you submitted your

application to be considered for the program?

I saw myself at the bottom of the political (electoral) process with my involvement occurring only on the most basic grassroots level. I hoped to gain knowledge and participate at another level or to use my professional background more directly in the process.

5. How did your expectations of yourself change within the political process because

of your involvement in the program?

My expectations for myself were raised through the program.

6. How would you say your voice changed from the time you entered the program to

when you graduated from the program?

I am not sure what this question means. Participation in the Anstine program has lent me some additional local "gravitas" but I function on pretty much the same level as I did before.

My goal to participate on the state committee level remains as well as my goal to participate at a more professional level in elections efforts to which I have a personal commitment.

7. How would you say the program offered networking opportunities to you?

The program gave me the opportunity to meet many fine people. Sometimes thought, those people were in large groups and I found it difficult to speak to each for any meaningful length of time. The follow-up contact information is helpful.

8. How did you engage in such networking opportunities?

I followed up through emails and telephone contacts and a lunch with my mentor. I have made myself available to assist election efforts for Anstine women as possible and use that work for further networking. Continue with monthly lunches with local alumnae and attending networking dinners as possible.

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Questionnaire

Participant in 2005-2006 Anne B. Anstine Excellence in Public Service Series

1. What motivated you to apply to the Anne B. Anstine Excellence in Public Service Series?

   I wanted to become more informed and involved in politics as well as strengthen my leadership skills.

2. What were your expectations of the program prior to the first class meeting?

   To become a better leader and more involved in the political process.

3. What are your opinions of the program now that you have graduated?

It is a great program because it allows women an opportunity to network, learn and find their own leadership abilities.

4. What were your expectations of yourself in terms of where you saw yourself within the political process and your involvement when you submitted your application to be considered for the program?

I expected to become more involved in politics. I also hoped to be able to share with others what I learned. now

5. How did your expectations of yourself change within the political process because of your involvement in the program?

I learned more about myself and was challenged to go further into politics than I expected before the program.

6. How would you say your voice changed from the time you entered the program to when you graduated from the program?

I was more silent in discussions about politics because I didn't have the confidence. Now I have more confidence to speak up.

7. How would you say the program offered networking opportunities to you?

There were opportunities to network monthly at the dinner before each session. We also were informed of political events going on. ~~around~~ Most importantly we had a list of another alums, board members & program supporters we could contact.

8. How did you engage in such networking opportunities?

I attended all networking dinners, made some of the other political activities I was informed of and kept in contact w/ some of those listed in our another contact list.

Questionnaire

Participant in 2005-2006 Anne B. Anstine Excellence in Public Service Series

1. What motivated you to apply to the Anne B. Anstine Excellence in Public Service Series?

I applied for the Anne B. Anstine series because I wanted to gain leadership skills and further my political knowledge.

2. What were your expectations of the program prior to the first class meeting?

I had hoped that I would learn more about the levels of government, how to run a campaign and how to be an effective leader.

3. What are your opinions of the program now that you have graduated?

The Anne B. Anstine Excellence in Public Service Series was one of the best things I have ever done. I learned so much about myself and really gained confidence in my own capabilities as a woman in the world. On top of the many educational aspects of the program (learning about the various levels of government, etc.), I found that the lasting friendships and the opportunities for advice from these friendships that I now have will be with me forever.

4. What were your expectations of yourself in terms of where you saw yourself within the political process and your involvement when you submitted your application to be considered for the program?

Because I worked for an elected official at the time of applying for the program, I had hoped that I would be able to network with other women in the political community and further her name identification as well as make me a better employee.

5. How did your expectations of yourself change within the political process because of your involvement in the program?

My expectations of myself definitely changed throughout the span of this program and after. Prior to the program, I never had any desire to ever hold a political office. Now, I would actually consider holding a municipal office such as borough council member or something of that sort because I realize that I have the backing of all of the wonderful people that have helped me believe in myself.

6. How would you say your voice changed from the time you entered the program to when you graduated from the program?

I don't know that my actual voice has changed in terms of whether or not I am "heard" more from others since I have graduated from the program simply based on the fact that I am a graduate of the program, but my confidence in speaking up in certain political situations has changed. I can now say that when I speak up, I do so with the confidence that I actually bring something to the table.

7. How would you say the program offered networking opportunities to you?

The program definitely forced me to network with people that I probably would have not networked with by choice. I always viewed "networking" as something I had to do because of my job, not because I wanted to. I have always been intimidated in networking situations and when I was put into a networking situation, I did so under the premise of my boss. I always found that people wanted to talk to me because of the access they believed they had to my boss, instead of wanting to talk to me. Because the program forced me to get out of my comfort zone and network with women and men from all different walks of life, I learned very quickly that I brought something to the conversation – not because of who I worked for, but because I actually had something to offer in the conversation. Because of the Anne B. Anstine Program, I am not nearly as intimidated in networking situations and have the confidence to talk to people that I never had before. I am very grateful for that.

To answer the question, the program offered years worth of networking that I know I would have never engaged in on my own.

8. How did you engage in such networking opportunities?

At the beginning of the program, I tended to gravitate toward people I knew and would network with individuals in my circle that I was comfortable with. As time went on, I found myself walking up to people I didn't know, introducing myself and talking with them. By the end of the program, I even found myself seeking people out that I didn't know because I wanted to meet them.

APPENDIX E

Anne B. Anstine Excellence in Public Service Series
Training Session
Schedule
Class of 2005-2006

2005-2006 Anstine Program: Months and Topics Covered
September 2005: Harrisburg, PA

• **Welcome & Opening by Founder and National Committeewoman for PA:** Christine Toretti Olson • **Introductions & Program Overview**: Bernadette S. Comfort, Exec. Dir. • **Republican Party Organization- State and Local Level:** Eileen Melvin, State Committee Chairman, RSC; Vince Galko, Exec. Dir., RSC • **Women's Leadership in Republican State Party:** Renee Amoore, Deputy Chair, RSC; Angel Wechter, RSC Member; Joyce Haas, Central Caucus, Co-Chair	• **Luncheon with Alumnae and Advisory Board members** • **History of Republican party/Operations of RNC:** David James, RNC, NE Regional Director • **What to Expect? Goal Setting and Expectations with Anstine Alumnae Panel:** Margaret "Peg" Recupido, Class President of 2003; Ann Coleman, Class President of 2004; Jennifer Burkett, Class President of 2005 • **Wrap Up Session – Organizational Infor, Training Sessions #2,3,4 overview, evaluations etc.**: Bernadette Comfort, Exec. Dir. • **RNC Dinner, Harrisburg Ballroom, Hilton Towers** Guest Speaker: Ken Mehlman, Chairman, RNC

October 2005: Philadelphia, PA

• **Communication Skills 101: The Basics:** Pamela Varkony, Partner, Director of Training Services, Spectrum Global/Anstine Series Board Member 1. From the Heart and Through the Brain 2. The importance of Listening 3. Gender Differences – They are real 4. Speaking vs. Writing: Separate Skills 5. Understanding your style 6. Style Test and Analysis • **Speaking vs. Writing: Separate Skill sets** 1. Letter to Editor: review/analyze 2. Mastering Art of Editorials and Op-Eds	• **Applying the Basics** • **Pop Quiz** • **Lunch/Team Preparation of Campaign Speech** • **Press Conference** 1. Tricks of Trade 2. Video Taped Presentations 3. Leader/Team Analysis • **Wrap-up** Bernadette Comfort, Exec. Dir. **Corporate Sponsors:** Buchanan Ingersoll via Katherine Pippy and Thomas VanKirk, CEO

<table>
<tr><td colspan="2" align="center">November 2005: Pittsburgh, PA</td></tr>
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- **Politics: A Career Path**
  Kathy Pippy, Gov't Relations Specialist, Buchanan Ingersoll; Jan Rea,County Councilwoman, Allegheny County
- **Overview of PA Local Government Structure**
  Michael S. Foreman, Local Gov't Policy Specialist, SW Regional Office, Governor's Center for Local Gov't
- **Lunch with special guest**
  James Roddey, former County Executive, Allegheny County

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- **The Voice of Experience: Women in Local Government**
  Eileen Watt, County Council, Allegheny County; Joyce Somers, Mayor, Municipality of Murrysville; Michele Corbin Rudloff, Class of 2005
- **School Boards**
  Laura Schisler, former school bd. member and school bd. campaign manager
- **Wrap Up Session**
  Bernadette Comfort, Exec. Dir.

Corporate Sponsors:
Buchanan Ingersoll via Katherine Pippy and Thomas VanKirk, CEO

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<tr><td colspan="2" align="center">December 2005: New York City</td></tr>
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This was the only month that was optional for attendance. Events occurred in New York City around the Pennsylvania Society dinner and Governor's reception. The Anstine program also had a special reception and dinner the Thursday evening before the other events which occurred on Friday and Saturday.

Christine J. Olson, the Founder, had a reception at **Club Macanudo** on Thursday evening followed by a dinner at **Coco Pazzo's.**

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The program also paid for a seat at a table at the **Commonwealth Club Luncheon**. If a class member were to pay for this, it would be $1000.

Other invites were mailed or e-mailed to class members. For example, the class members were invited to Buchanan Ingersoll & Rooney's black tie reception on Saturday. Also, a class member's brother worked for a lobbying firm which allowed for all class members to be invited to the ESPN Zone event on Friday afternoon where both political parties gathered from various states.

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<tr><td colspan="2" align="center">January 2006: Harrisburg, PA</td></tr>
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- **Program overview**
  Bernadette Comfort, Exec. Dir.
- **The Workings of State Government**
  Karen Deklinski, Former Deputy Secretary, Conservation & Natural Resources & Small Business Owner
- **The Pennsylvania Judiciary**
  Mike Eakin, Justice, PA Supreme Court

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- **Women in Government**
  Rep. Beverly Mackereth, State Representative; Kelly Fedeli, Director of Public Relations, Majority Leader Sam Smith, Class of 2003
- **Appointments, Commissions, & Boards**
  Commissioner Kim Pizzingrilli, PUC, former Secretary of State; Sheryl Delozier, Class of 2003
- **The Art of Lobbying**

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• **The Business Community & Politics** David Patti, President, Pennsylvanians for Effective Gov't • **4th Annual Business & Political Networking Reception, East Wing Rotunda, State Capitol, Harrisburg, PA** • **Anstine Alumnae and Anstine Mentor Dinner at Stock's**	Deborah Suder, Buchanan Ingersoll, Anstine Class 2003; Mary Ellen McMillen, Highmark; Paula Vitz, Senior Associate, Capital Assoc., Inc. • **The Legislative Process: the Slots Case Study** Mark Campbell, Greenlee Partners; Stan Rapp, Greenlee Partners • **Revisiting Goals & Expectations** • **Mentor Review & Wrap-Up** Bernadette Comfort, Exec. Dir. **Corporate Sponsors:** Dave Patti, President/CEO, PEG; Chris Bravacos, The Bravo Group; Stan Rapp, Greenlee Partners
February 2006: Allentown, PA	
• **Understanding Election Law: Part I** Chuck Fish, Vice President & Chief Patent Counsel, Time Warner, Inc. • **Understanding Election Law: Part II** Chuck Fish • **The Art of Fundraising** Marie Conley, Fundraising Guru!	• **Networking: How to Work a Room to Your Advantage** Patricia Poprik, President, First American Municipals, Inc./Treasurer of RSC • **Wrap Up Session** Bernadette S. Comfort, Exec. Dir. **Corporate Sponsor:** PPL Corporation via Kathy Frazier, Anstine Alumna, Class of 2004
March 2006: Philadelphia, PA	
• **Politics 101: Part I** Mark Weaver, Political & Media Consulting • **Politics 101: Part II** Mark Weaver • **Politics 101: Part III** Mark Weaver	• **Wrap Up Session** Bernadette Comfort, Exec. Dir. **Corporate Sponsors:** Eckert Seamans via Kathy Gallagher, Esq.
April 2006: Pittsburgh, PA	
• **Leadership Training: Part I** Dr. Donna Greenwood • **Leadership Training: Part II** Dr. Donna Greenwood • **Dress for Success-Make Up & Dress** Cheryl Haus, Kelley Young	• **Information Session** Bernadette Comfort • **Media, Gender & Politics** John Brabender **Corporate Sponsor:** Eckert Seamans via Kathy Gallagher, Esq.

May 2006: Washington, D.C.	
VIP Reception Torie Clark, Special Guest **Winning Women Reception** Host: Jo Ann Davidson, Co-Chairman, RNC **Excellence in Public Service Series Dinner** Keynote speaker: Senator Richard Lugar **White House Briefing** - Carolyn Hunter, Deputy Director, Office of Public Liaison/Homeland Security Detail in Immigration Issues; - Liza Wright, Special Assistant to President for Presidential Personnel; - Lindi Harvey, Special Advisor to Sen. Elizabeth Dole, NRSC, Women's Majority Network; - Judy Van Rest, Executive Vice President, IRI; and - Ken Mehlman, RNC Chairman **The Alexander Company, President Margaret Parker spoke** **Senator Rick Santorum & the National Republican Senatorial Committee** **Republican National Committee- Women in Leadership** - Jo Ann Davidson, Co-Chair, RNC - Mina Nguyen, Director of Gov't Affairs, RNC - Ann Robin Anthony, Small Business, RNC - Sara Dille, Women's Outreach, RNC	**Sponsored Dinner at Capitol Hill Club** Dinner Sponsored by Bob Shuster, et al. with host Congressman Bill Shuster **Attorney Diane Slifer, Blank Rome & Anstine Alumna, Class 2003** **Barbara Comstock, Principal, Blank Rome Government Relations** **Edwin J. Feulner, President, The Heritage Foundation** **Melinda Farris, President, Capital Resources/Looking Glass Productions** **Kellyanne Conway, President, The Polling Company** **Karen Johnson, Partner, Valente & Associates, and Former Assistant Secretary of Legislative & Congressional Affairs, Dept. of Educ.** **Peter T. Holran, Senior Director, Wexler & Wexler, Public Policy Associates** **Celebration Reception & Dinner hosted by Anstine Series** **Corporate Sponsors:** Robert Shuster of Klett, Rooney and Schorling and Diane Slifer of Blank Rome
June 2006: Hershey, PA	
Welcome & Opening	**Alumnae Session the following day**

Comments Bernadette Comfort, Exec. Dir. • **Where did I start? Where have I arrived? Where will I go?** Bernadette Comfort • **Class of 2006 Sendoff** Christine J. Olson, Founder • **Anstine Luncheon** Keynote Speaker: Rear Admiral Marty Evans (Retired) • **Class Picture/Picture with Anstine Series Founder** • **Oh the Places You Will Go…Program Evaluation and so much more** • **Graduation Reception & Dinner** Keynote Speaker: Rear Admiral Marty Evans (Retired) Class of 2006 speaker: Michele Griffen-Young	**after graduation to discuss:** 1. Who you are? What class? 2. What you bring to the network? (i.e.: how can you help others in the network) 3. What you need from the network? • **Anstine Alumnae Candidate Panel Spoke** • **Alunmae Working Committee to discuss** 1. continuing-ed programs/alumnae involvement 2. marketing/development of Anstine series 3. Anstine Series Curriculum

Class of 2006
Training Session #1
Friday, September 9, 2005
Hilton Towers, Harrisburg, PA

Topic(s):

Orientation, History of the Republican Party, Republican Party Operation, Current Races—PA and Santorum 2006, Goal Setting

Schedule:

8:00am   *Continental Breakfast*
                 Room (All Day)

8:30am   *Welcome & Opening Comments*
                Christine Toretti Olson, National Committeewoman for
                Pennsylvania/Founder of the Anne B. Anstine Series

9:00am   *Introductions & Program Overview*
                Bernadette S. Comfort, Executive Director

10:00am   *Republican Party Organization—State & Local Level*
                Eileen Barbera Melvin, State Chairman, Republican State Committee
                Vince Galko, Executive Director, Republican State Committee

11:15am-12:15pm	***Women's Leadership in the Republican State Party***
	Renee Amoore, Deputy Chair, Republican State Committee
	Peg Ferraro, Asst. Secretary/Former County Councilwoman in
	Northampton County, Republican State Committee
	Joyce Haas, Central Caucus, Co-Chair
12:15pm-1:25pm	***Luncheon with Anstine Alumnae and Advisory Board members***
1:30pm-2:30pm	***History of the Republican Party/Operations of the RNC***
	David James, Republican National Committee, NE Regional Director
2:30pm-4:00pm	***What to Expect? Goal Setting and Expectations with Anstine Alumnae Panel***
	Margaret "Peg" Recupido, Class President, Class of 2003
	Ann Coleman, Class President, Class of 2004
	Jennifer Burkett, Class President, Class of 2005
4:00pm-4:15pm	***Wrap Up Session—Organizational information, Training Sessions #2, 3 overview, evaluation, etc.***
	Bernadette S. Comfort, Executive Director
6:30pm to 9:00pm	***RSC Dinner, Harrisburg Ballroom, Hilton Towers***
	Special Guest Speaker: Ken Mehlman, Chairman, Republican National Committee
	(Bernie will have tickets outside the Ballroom. We have 2 Anstine Series tables. They will be marked ANSTINE SERIES.)

Last revised 9/1/05

Class of 2006
Training Session #2
Friday, October 14, 2005
Buchanan Ingersoll
Eleven Penn Center
14th Floor1835
Market Street
Philadelphia, PA 19103-2985

Corporate Sponsor:

The Anne B. Anstine Excellence in Public Service Series would like to acknowledge and thank Kathy Pippy and Buchanan Ingersoll for their sponsorship of today's training session.

Topic(s):

Communications Skills Training

Schedule:

8:00am-8:25am   *Continental Breakfast & Welcome and Opening Remarks*

Bernadette S. Comfort, Executive Director

8:30am-9:55am   *Communication Skills 101 – The Basics*
Pamela Varkony, Partner, Director of Training Services, Spectrum

Global/Anstine Series Board Member

- From the Heart and Through the Brain
- The Importance of Listening – "Comm. w/Conf." Ch.6
- Gender Differences – They are Real

- Speaking vs. Writing – Separate Skill Sets

- Understanding Your Style
- Style Test and Analysis

10:00am-10:10am   *Break*

10:15am-11:55am   *Speaking vs. Writing – Separate Skill Sets*
- Letters to the Editor/Review & Analyze
- Mastering the Art of Editorials & Op-Eds

Applying The Basics

- The Public Trust – "Credibility", Pgs. 112-118
- Portraying Leadership – "Credibility", Pgs. 190-217
- Being Persuasive – "Comm. w/Conf." Ch.6
- Thinking on Your Feet – "Comm. w/Conf." Ch.4

Pop Quiz

Noon   *Lunch/Team Preparation of Campaign Speech*

12:30pm-3:25pm   *Press Conference*
- Tricks of the Trade
- Video Taped Presentations
- Leader and Team Analysis

3:30pm-4:00pm   *Wrap-up*
Bernadette S. Comfort, Executive Director
- Homework Assignments
- Evaluations
- December—optional in NY

Corporate Sponsor:

Ms. Katherine Pippy	Mr. Thomas VanKirk
Buchanan Ingersoll	Buchanan Ingersoll
One Oxford Centre	One Oxford Centre
301 Grant Street	301 Grant Street
20th Floor	20th Floor
Pittsburgh, PA 15219	Pittsburgh, PA 15219

Last revised 9/1/05

SCHEDULE
Class of 2005
Training Session #3
Friday, November 18, 2005
Buchanan Ingersoll
301 Grant Street, 20ᵗʰ Floor
Pittsburgh, PA 15219

Corporate Sponsor:

The Anne B. Anstine Excellence in Public Service Series would like to acknowledge and thank Ms. Kathy Pippy and Buchanan Ingersoll for their sponsorship of today's training session.

Topic(s):

Local Government: Municipal and County Levels

Schedule:

8:00am-8:30am	***Continental Breakfast/Opening Comments***
8:30am—9:30am	***Politics: A Career Path*** Ms. Kathy Pippy, Government Relations Specialist, Buchanan Ingersoll The Honorable Jan Rea, County Councilwoman, Allegheny County
9:30am—10:30am	***Overview of Pennsylvania's Local Government Structure*** Mr. Michael S. Foreman, Local Government Policy Specialist, Southwest Regional Office, Governor's Center for Local Government
10:30am-10:45am	***Break***
10:45am-11:45am	***Overview of Pennsylvania's Local Government Structure Continued*** Mr. Michael S. Foreman, Local Government Policy Specialist, Southwest Regional Office, Governor's Center for Local Government

Noon	***Lunch***
	Hon. James Roddey, former County Executive, Allegheny County
1:00pm-2:15pm	***The Voice of Experience: Women in Local Government***
	The Honorable Eileen Watt, County Council, Allegheny County, Class of 2003
	The Honorable Joyce Somers, Mayor, Municipality of Murrysville
	Ms. Michele Corbin Rudloff, Class of 2005
2:15pm-2:30pm	***Break***
2:30pm-3:15pm	***School Boards***
3:20pm-4:00pm	***Wrap Up Session***
	Bernadette S. Comfort, Executive Director

Last revised 11/10/05

Mark your calendars

You are invited to the

4th Annual Business & Political Networking Reception

for the
Anne B. Anstine Excellence in Public Service Series

Monday, January 23, 2006
5:30pm~7:00pm
East Wing Rotunda, State Capitol
Harrisburg, Pennsylvania

RSVP no later than January 18, 2006
to 724-463-5101

We are pleased to present the Class of 2006 and look forward to sharing with you more information about the success of the Anstine Series when we gather on January 23, 2006. This is your formal invitation for the Business & Political Networking Reception. I hope you will join us for this celebration and the opportunity to meet our new class!

If you should have any questions about the Anstine Series or the reception, please contact Bernadette Comfort, executive director of the Anstine Series, at 724-463-5110 (office) or 412-389-9201 (cell).

PENNSYLVANIA SOCIETY WEEKEND
NEW YORK, NY
DECEMBER 2005

In December, we invite and encourage class members to attend events surrounding the Pennsylvania Society Weekend held in New York, NY. These events are all optional and attendance is not required. The cost of housing and transportation are the responsibility of each class member. While there are several events scheduled throughout the entire weekend, we would like to invite class members to two specific events—the Club Macanudo Reception hosted by Christine Toretti Olson and the Commonwealth Club Luncheon coordinated by the Pennsylvania Republican State Committee. Below you will find some helpful information regarding these events.

Dates:

Thursday, December 8, 2005—Friday, December 9, 2005

Hotel Information:

Class members are responsible for making your own hotel reservations. You may want to get together and share rooms to cut down the cost of the trip. We have located two on-line hotel clearinghouses that will allow you to book rooms at discounted rates. The web addresses are:

http://www.hoteldiscount.com
1-800-715-7666
214-369-1264

www.lodging.com

Of course, there are many hotels in New York of fine quality and you may choose any hotel to suit your needs, as cab service will make both events readily available.

Schedule:

Thursday, December 8, 2005

Club Macanudo Reception, hosted by Christine Toretti Olson
6pm-8pm
Club Macanudo, 26 E. 63rd Street, New York, NY
*Cocktail attire

RSVP 724-463-5101 by November 28, 2005

Anstine Dinner, hosted by Christine Toretti Olson
8:00pm
Coco Pazzo
23 East 74th Street
New York, NY 10021

RSVP 724-463-5110 by November 28, 2005

Friday, December 9, 2005

The Commonwealth Club Luncheon, coordinated by Republican State Committee
Cocktails: Noon
Luncheon: 12:30pm
Hotel Pierre
5th Avenue at 61st Street
New York, NY
Speaker: Governor Mitt Romney, Commonwealth of Massachusetts
*Business attire

RSVP 724-463-5110 by November 28, 2005

RSVP required for each of the three events above. RSVP DEADLINE BY PHONE WITH NO EXCEPTION BY NOVEMBER 28, 2005.

DRAFT

**Class of 2006
Training Session #4
Monday, January 23 & Tuesday, January 24, 2006
Harrisburg, PA**

Topic(s):

The workings of State Government—Executive, Legislative and Judicial Branches, business development, networking, lobbying, etc.

Corporate Sponsorship:

The Anne B. Anstine Excellence in Public Service Series would like to acknowledge and thank the following individuals and businesses for their sponsorship of this training session:

Dave Patti, Pennsylvanians for Effective Government
Stan Rapp, Greenlee Partners
Chris Bravacos, The Bravo Group

Schedule:

Monday, January 23, 2006

2:00pm-2:15pm	***Program Overview*** Ms. Bernadette S. Comfort 60 East Wing, Main Capitol
2:15pm-3:00pm	***The Workings of State Government*** Ms. Karen Deklinski, Former Deputy Secretary for Conservation & Natural Resources & Small Business Owner 60 East Wing, Main Capitol
3:00pm-4:00pm	***The Pennsylvania Judiciary*** Hon. Mike Eakin, Justice, PA Supreme Court 60 East Wing, Main Capitol

4:00pm-5:00pm	***The Business Community & Politics***
	Mr. Dave Patti, President, Pennsylvanians for Effective Government
	60 East Wing, Main Capitol

| 5:30pm-7:00pm | ***Business & Political Networking Reception*** |
| | East Wing Rotunda, Pennsylvania State Capitol |

| 7:30pm | ***Dinner w/Anstine Alumnae and Mentors*** |
| | Stock's on 2nd |

Tuesday, January 24, 2006

| 8:00am-8:25am | ***Continental Breakfast*** |

8:30am-9:30am	***Women in Government***
	Rep. Beverly Mackereth, State Representative
	Ms. Kelly Fedeli, Director of Public Relations, Majority Leader Sam Smith, Class of 2003
	60 East Wing, Main Capitol

9:30am-10:30am	***Appointments, Commissions & Boards***
	Commissioner Kim Pizzingrilli, PUC, former Secretary of State
	Ms. Sheryl Delozier, Class 2003
	60 East Wing, Main Capitol

| 10:30am-10:40am | ***Break*** |

10:45am-11:45am	***The Art of Lobbying***
	Ms. Deborah Suder, Buchanan Ingersoll, Anstine Class 2003
	Ms. Mary Ellen McMillen, Highmark
	Ms. Paula Vitz, Senior Associate, Capital Associates, Inc.
	60 East Wing, Main Capitol

| 11:50am-12:55pm | ***Lunch*** |

1:00pm-2:00pm	***The Legislative Process: the Slots Case Study***
	Mr. Mark Campbell, Greenlee Partners
	Mr. Stan Rapp, Greenlee Partners
	60 East Wing, Main Capitol

| 2:00pm-3:00pm | ***Revisiting Goals & Expectations*** |
| | 60 East Wing, Main Capitol |

3:00pm—3:30pm   ***Mentoring Review & Wrap-Up***
                  Bernie Comfort
                  <u>60 East Wing, Main Capitol</u>

Corporate Sponsors:

Mr. Dave Patti
President & CEO
Pennsylvanians for Effective Government
240 North Third Street, Suite 301
Harrisburg, PA 17101

Mr. Chris Bravacos
The Bravo Group
20 North Market Square
Suite 800
Harrisburg, PA 17101

Mr. Stan Rapp
Greenlee Partners
230 State Street
Harrisburg, PA 17101

Last revised1/20/06

Class of 2005
Training Session #5
Friday, February 24, 2006
PPL Offices

Corporate Sponsor:

The Anne B. Anstine Excellence in Public Service Series would like to acknowledge and thank Ms. Kathy Frazier and PPL for their sponsorship of today's training session.

Topic(s):

Election law, fundraising and networking.

Schedule:

8:00am-8:30am   *Continental Breakfast/Opening Comments*
Bernadette Comfort, Executive Director, Anstine Series

8:30am-9:50am   *Understanding Election Law: Part I*
Chuck Fish, Vice President & Chief Patent Counsel, Time Warner, Inc.

10:10am-10:25am   *Break*

10:25am-11:50am   *Understanding Election Law: Part II*
Chuck Fish, Vice President & Chief Patent Counsel, Time Warner,

Inc.

11:50am-12:40pm   *Lunch*

12:45pm-2:15pm   *The Art of Fundraising*
Marie Conley, Fundraising Guru!

2:15pm-2:25pm   *Break*

2:30pm –4:00pm   *Networking--How to Work a Room to Your Advantage*

Patricia Poprik, President, First American Municipals, Inc./Treasurer of Republican State Committee

4:00pm-4:30pm   ***Wrap Up Session***
Bernadette S. Comfort, Executive Director

Corporate Sponsor:

Ms. Kathy Frazier (Anstine Alumna, Class of 2004)
PPL Corporation
Two N. Ninth Street
Allentown, PA 18101

Last revised 2/1/06

Class of 2005
Training Session #8
Friday, March 24, 2006
Eckert Seamans Cherin & Mellott, LLC
Ninth Floor
1515 Market Street
Philadelphia, PA 19102-1909

Corporate Sponsor:

The Anne B. Anstine Excellence in Public Service Series would like to acknowledge and thank Ms. Kathy Gallagher and Eckert Seamans for their sponsorship of today's training session.

Topic(s):   Politics 101

Schedule:

8:30am-9:00am   ***Continental Breakfast/Opening Comments***
Bernadette S. Comfort, Executive Director

9:00am-10:30am   ***Politics 101: Part I***
Mark Weaver, Political & Media Consulting

10:30am-10:50am   ***Break***

10:50am-12:15pm   ***Politics 101: Part II***
Mark Weaver, Political & Media Consulting

12:15pm-1:15pm   ***Lunch—Anstine Candidates Overview & Greetings from Sponsor***

1:15pm-3:45pm   ***Politics 101: Part III***
Mark Weaver, Political & Media Consulting

3:45pm-4:15pm   ***Wrap Up Session***
Bernadette S. Comfort, Executive Director

Last revised 3/23/06

EXCELLENCE IN PUBLIC SERVICE

S   E   R   I   E   S

SCHEDULE
Class of 2005
Training Session #7
Thursday, April 20-Friday, April 21, 2006
Eckert Seamans
USX Tower
600 Grant Street, 44th Floor
Pittsburgh, PA 15219

Thursday, April 20th

6:30pm   Conversations to Create a Network Dinner
                          The Common Plea Restaurant, 310 Ross Street, Pittsburgh, PA 15219

Friday, April 21st

Corporate Sponsor:

The Anne B. Anstine Excellence in Public Service Series would like to acknowledge and thank Ms. Kathy Gallagher and Eckert Seamans for their sponsorship of today's training session.

Topic(s):

Leadership Development Session—Personal Assessment; Presentation & Style: Make Up and Dress for Success; Media, Gender and Politics

Schedule:

8:00am-8:30am   *Continental Breakfast/Opening Comments*
                       Bernadette Comfort

8:30am-10:15am   *Leadership Training: Part I*
                       Dr. Donna Greenwood

10:15am-10:30am   *Break*

10:35am-Noon	*Leadership Training: Part II* Dr. Donna Greenwood
Noon-12:45pm	*Lunch*
1:00pm—3:00pm	*Dress for Success—Make Up and Dress* Cheryl Haus Kelley Young
3:00pm-3:20pm	*Break*
3:20pm-4:00pm	*Information Session* Bernadette S. Comfort
4:00pm-5 :00pm	*Media, Gender and Politics* John Brabender

Corporate Sponsor:

Ms. Kathy Gallagher
Eckert Seamans
USX Tower, 44th Floor
600 Grant Street
Pittsburgh, PA 15219
412-566-6034 phone
412-566-6099 fax
kzg@escm.com

Last revised 3/30/04

Class of 2006
Training Session #8
Tuesday, May 9 through Thursday, May 11, 2006
Washington, DC

As we are traveling throughout the duration of this program: Please contact Bernie on her cell phone if you have any problems, delays, etc. CELL # 412-389-9201.   CARRY PHOTO ID with you at all times during this training session.

Corporate Sponsors

The Anne B. Anstine Excellence in Public Service Series would like to acknowledge and thank Blank Rome LLP for sponsorship of this training session.

Hotel: The Capitol Hilton, 1001 16th Street, NW, Washington, DC 2000
                        202-393-1000 phone, 202-639-5784 fax

Topic(s):   Federal government and national politics

Schedule:

Tuesday, May 9, 2006

4:00pm   *Arrive in Washington, DC*

6:00pm   *Meet in Hotel Lobby*

6:00pm-7:00pm   *Winning Women Reception hosted by RNC, Jo Ann Davidson,*
                         Co-Chairman of the RNC to Host
                         The Capitol Hilton, 1001 16th Street, NW, Congressional Room

7:00pm-9:00pm   *Excellence in Public Service Series Dinner*
                         The Capitol Hilton, 1001 16th Street, NW, Presidential Room
                         Featured Speaker: Senator Richard G. Lugar

<u>Wednesday, May 10, 2006</u>

7:30am   ***Breakfast on your own***

The White House Briefing begins promptly at 9:00am. You should plan to arrive before 9:00am in order to get a seat.

9:00am-Noon   ***White House Briefing***
                          <u>The Capitol Hilton, 1001 16th Street, NW, Presidential Ballroom</u>
                          Featured Speakers:

                          Caroline Hunter, Deputy Director, Office of Public Liaison/Homeland Security Detail on Immigration Issues

                          Liza Wright, Special Assistant to the President for Presidential Personnel

                          Lindi Harvey, Special Advisor to Sen. Elizabeth Dole, NRSC, Women's Majority Network

                          Judy Van Rest, Executive Vice President, International Republican Institute

                          Ken Mehlman, RNC Chairman

Noon   ***Board Bus in front of Capitol Hilton to go the Hill (IMMEDIATELY AFTER THE BRIEFING)***

12:30pm-2:00pm   ***Lunch Discussion with Pennsylvania's Congressional Delegation***
                          Members of Pennsylvania's Congressional Delegation will visit.
                          <u>Room 121, Cannon House Office Building</u>

2:00pm-3:00pm   ***Ms. Margaret Parker, President, The Alexander Company***

3:00pm   **Depart on Bus for NRSC Office**

3:30pm-4:20pm   ***Senator Rick Santorum & the National Republican Senatorial Committee***
                          <u>NRSC Offices, Majority Room, 425 Second Street, NE</u>

4:20pm   **Depart on Bus for RNC Office**

4:30pm-6:30pm	***Republican National Committee—Women in Leadership***
	Republican National Committee, 310 First Street, SE, Washington, DC
	Featured Speakers:
	Jo Ann Davidson, Co-Chair, RNC
	Mina Nguyen, Director of Government Affairs, RNC
	Ann Robin Anthony, Small Business, RNC
	Sara Dille, Women's Outreach, RNC
6:45pm	***Group Dinner sponsored by Bob Shuster, et. Al***
	Capitol Hill Club, 310 First Street, S.E. 202-484-4590

Thursday, May 11, 2006

The session today will be held at the offices of Blank Rome Government Relations, LLC at The Watergate Building, 12th Floor, 600 New Hampshire Avenue, NW, Washington, DC 20037. You will have obligations from 8:00am to 9:00pm.

8:00am	***Depart from Hotel Lobby/Board Bus in front of hotel (DO YOU HAVE YOUR PHOTO ID?)***
8:30am-9:00am	***Continental Breakfast & Welcome***
9:00am-10:00am	***Ms. Diane Slifer, Attorney, Blank Rome & Anstine Alumna, Class '03***
10:00am-11:00am	***Ms. Barbara Comstock, Principal, Blank Rome Government Relations***
11:00am-11:45am	***Mr. Edwin J. Feulner, PhD, President, The Heritage Foundation***
Noon—12:40pm	**Lunch**
12:45pm-2:15pm	***Ms. Melinda Farris, President, Capitol Resources/Looking Glass Productions***
2:15pm-3:00pm	***Ms. Kellyanne Conway, President, The Polling Company***
3:00pm-3:45pm	***Ms. Karen Johnson, Partner, Valente & Associates, and the Former Assistant Secretary of Legislative & Congressional Affairs, US Department of Education***
	*** * Ms. Johnson could not make it.***

Peter T. Holran, Senior Director, Wexler & Wexler, Public Policy Associates took her place and spoke to the class.

3:45pm-4:30pm	***Announcements & Class Election***
4:30pm	***Board Bus to Depart for Hotel/Dinner***
6:00pm	***Celebration Reception & Dinner hosted by Anstine Series*** Olives, 1600 K Street, NW, 202-452-1866 *Special Guests Invited (be prompt)*

Corporate Sponsors:

Mr. Bob Shuster
320 North 30th Street
Camp Hill, PA 17011

Ms. Diane Slifer
282 Coachlight Terrace
Huntingdon Valley, PA 19006

Last updated 5/9/06

Anne B. Anstine Final Session & Graduation
Class of 2006

<u>Sunday, June 11, 2006</u>

Arrive in Hershey, PA, The Hotel Hershey, 100 Hotel Road, Hershey, PA 17033

Note: Our room block is under Excellence in Public Service Series, Inc. for when you check-in to the hotel. You will need to provide a credit card for incidentals. Room and tax are covered by the Anstine Series.

Dinner on your own

<u>Monday, June 12, 2006</u>

Breakfast on your own

10:00am—10:15am   ***Welcome & Opening Comments***
                                        Bernadette S. Comfort, Executive Director
                                        <u>The Hotel Hershey, Hershey Cuba Room</u>

10:15am—11:30am   ***Where did I start? Where have I arrived? Where will I go?***
                                        Bernadette S. Comfort, Executive Director

11:30am—Noon   ***Class of 2006 Sendoff***
                                        Christine J. Olson, Founder

Noon—1:30pm   ***Anstine Luncheon***
                                        Keynote Speaker: Rear Admiral Marty Evans (Retired)

1:30pm—2:00pm   ***Class Picture/Picture with Anstine Series Founder***

2:00pm-3:00pm   ***Oh the Places You Will Go . . . Program Evaluation and so much more!***
                                        Bernadette S. Comfort, Executive Director

          FREE TIME

6:00pm   ***Graduation Reception & Dinner***
                                        <u>The Hotel Hershey, Castilian Room</u>

Anne B. Anstine Alumnae Session
Tuesday, June 13, 2006
9:30am to 2:30pm
The Hotel Hershey
Hershey Cuba Room

Breakfast on your own

9:30am   ***Welcome & Opening Comments***
Christine J. Olson, Founder
Bernadette S. Comfort, Executive Director

10:00am—11:30am   ***Oh the Places We Will Go . . . As Part of the Anstine Network***
All Anstine Alumnae & Board Members
Three minute introductions that tell everyone:
- Who you are? What class?
- What you bring to the network? (ie: how can you help others in the network)
- What you need from the network?

11:30am—12:30pm   ***Anstine Alumnae Candidate Panel***

Lisa Baker, Candidate for PA Senate, Class of 2004

Eileen Watt, Candidate for PA House of Representatives, Class of 2003

Donna Asure, Candidate for PA House of Representatives, Class of 2003

Michele Corbin Rudloff, Orwigsburg Borough Council, Class of 2005

Mary Ensslin, Former Northampton County Councilwoman, Class of 2003

Ann Wilson, City Councilwoman, Johnstown, Class of 2005

Michele Brooks, County Commissioner, Mercer County, Class of 2003

12:30pm-1:30pm	***Working Lunch—Alumnae Working Committees***

We will be enjoying the "sweetest" lunch on earth while working on the future of the Anstine Alumnae Network and the Anstine Series in general. We will have small working groups addressing the following topics:

- Anstine Alumnae Continuing-Ed Program/Alumnae involvement in the Anstine Series
- Marketing/Development for the Anstine Series
- Anstine Series Curriculum

1:30pm	***Committee Reports & Discussion***

Bernadette S. Comfort, Executive Director

2:00pm	***Wrap-Up***

Christine J. Olson, Founder
Bernadette S. Comfort, Executive Director

APPENDIX F

Conversations to Create a Network
Class of 2005-2006

You are cordially invited to dinner

on Thursday, November 17, 2005

Conversations to Create a Network

at 7:00pm
Sonoma Grille
947 Penn Avenue
Pittsburgh, PA 15222

Join the Anne B. Anstine Class of 2006 and other guests
for dinner, networking and a good time!

RSVP to Bernie Comfort no later than November 9th at 610-481-0281.

You are cordially invited to dinner

with the Anstine Class of 2006.

Please join us for the

Anstine Alumnae & Anstine Mentor Dinner

on Monday, January 23, 2006
at 7:30pm
Stock's on 2nd
211 North Second Street
Harrisburg, PA 17101

Join our outstanding women leaders (Anstine Alumnae, Mentors and Speakers), and members of the Anne Anstine Class of 2006 for dinner, networking and a good time!

RSVP to Bernie Comfort no later than Wednesday, January 18 at 724-463-5110.

You are cordially invited to dinner

on Thursday, February 23, 2006

Conversations to Create a Network

at 7:00pm
Youell's Oyster House
2249 W. Walnut Street
Allentown, PA 18104

Join the Anne B. Anstine Class of 2006 and other guests
for dinner, networking and a good time!

RSVP to Bernie Comfort no later than February 18th at
610-481-0281.

You are cordially invited to dinner

on Thursday, March 23, 2006

Conversations to Create a Network

at 7:00pm
Pyramid Club
1735 Market Street
52nd Floor, Fairmont Room
Philadelphia, PA 19103

Join the Anne B. Anstine Class of 2006 and other guests
for dinner, networking and a good time!

RSVP to Bernie Comfort no later than March 18th at
724-463-5110.

You are cordially invited to dinner

on Thursday, April 20, 2006

Conversations to Create a Network

at 7:00pm
The Common Plea Restaurant
310 Ross Street
Pittsburgh, PA 15219

Join the Anne B. Anstine Class of 2006 and other guests
for dinner, networking and a good time!

RSVP to Bernie Comfort no later than April 17th at 724-463-5110.

APPENDIX G

Goals
Class of 2005-2006

Class of 2005-2006 Goals

All goals that came out of brainstorming session in 1st class in September 2005	
Develop best strategy for future development	Learn to get in room/sit at table
Gain knowledge to make best decisions as in future career goals	Increase confidence
Develop public speaking skills	Learn where I best fit in politics
Learn mechanisms for dealing with diverse personalities	Learn to make the "ask" for money
Learn to differentiate managing from leading	Increase knowledge of GOP Platform and impact on urban communities
Learn legalities of fundraising	Learn to take more risks
How to manage/prioritize different priorities: family, political community, how to swim upstream	Develop more social/networking skills
Learn more about state and local government/politics	Learn political etiquette
Learn about successful women leaders	How to maintain professionalism in difficult situations
Develop leadership skills	How to efficiently organize a campaign

Each participant was given stickers to place on the above twenty goals that were presented on large pieces of paper during the brainstorming session. The top five goals that were of most interest (stickers placed by classmates on top 5 goals they wanted) as a group were as follows:

Top 5 Goals of Class of 2005-2006
Learn where I best fit in politics
Process/strategy for future development
Learn to make the "ask" for money
Learn political etiquette
How to effectively organize a campaign

APPENDIX H

Anne Baird Anstine

Bio

Anne B. Anstine

Anne B. Anstine was unanimously elected by the Republican State Committee of Pennsylvania to represent our Commonwealth on the Republican National Committee on June 8, 1996. Prior to serving as Pennsylvania's Republican National Committeewoman, Anne served as the Chairman of the Republican State Committee of Pennsylvania from February 1990 through June 1996.

Previously, Anne served six years as the Republican State Committee Vice Chairman. During this period, she was Executive Assistant to Senator William J. Moore of Pennsylvania's 33rd Senatorial District. She also worked as Special Assistant to the Speaker of the Pennsylvania House of Representatives Jack Seltzer and Special Projects Staff Member for the House Republican Caucus.

Anne's career in public service began when she was elected to the Juniata County Republican Committee. She later became Juniata County Vice Chairman and Chairman. Anne also served as Vice Chairman of the Citizens for Governor Bill Scranton Committee and as scheduling director for numerous campaigns including Congressman John Heinz for U.S. Senate, Representative Patricia Crawford for State Treasurer, Judge Frank Montemuro, Jr. for Supreme Court, and Judge Robert Shadle for Superior Court.

Appointed by Edward Wu, Minister of Foreign Affairs, Anne was the leader of the Republican delegation to visit Taipei, Taiwan and Hong Kong. Anne was an At-Large Delegate to the 1984, 1988, 1992 and 1996 Republican National Conventions where she served on the Platform Committee for the 1988 National Convention and Vice Chairman of the Pennsylvania Delegation to the 1996 National Convention. Presidents Ronald Reagan and George Bush selected Anne to serve as a member of the 1980 and 1988 Pennsylvania Electoral College.

Anne was the General Chairman of the 1995 Gubernatorial Inaugural Committee for Governor Tom Ridge's inauguration. She was a previous Director of the Pennsylvania Council of Republican Women for Mifflin, Huntingdon and Juniata counties as well as a Director Emeritus for the council. Anne served as Vice Chairman of the Campaign Committee of the National Federation of Republican Women, Washington, D.C., where she traveled throughout the country teaching scheduling.

Owned and operated since 1974, Anne was the Secretary and Treasurer of her family business, Annlick Farm Supply, Inc., Port Royal, Pennsylvania.

Anne was named a Distinguished Daughter of Pennsylvania in recognition of her leadership business, government and community service. Anne also served on numerous boards including the Juniata and Mifflin Cancer Board, Lewistown Hospital Auxiliary, Juniata Historical Society, Milford Grange and Mental Health Board for Huntingdon, Mifflin and Juniata counties. Anne's other civic activities included the appointment to Pennsylvania's Legislative

Eisenhower Centennial Commission, Trustee of the Dwight D. Eisenhower Society, member of Messiah Lutheran Church, Member of the Business and Professional Club, President of the County Federation Women's Club, Women's Civic Club, and PTA.

Anne B. Anstine was from Port Royal, Pennsylvania, was married to John Anstine, Sr. and was the mother of three children: Elizabeth, John, Jr. and Rachael.

APPENDIX I

Christine J. Olson

Founder and Chair
Anne B. Anstine Excellence in Public Service Series

Bio

CHRISTINE J. OLSON

A pioneer in many walks of life, Christine J. Olson is the Chairman and CEO of the S. W. Jack Drilling Co., the largest privately-held land-based drilling company in the United States. She also serves on various corporate boards around the nation. Her astute business acumen, her ability to transcend gender-biases in the workplace, and her reputation as a business turn-around expert, make her a much sought-after advisor.

In addition, Christine serves on many non-profit boards including the NCAA Leadership Advisory Board, International Medical Corps, and the Gettysburg Battlefield Museum Foundation. Christine is the Founder and Chair of both the Dodie Londen Excellence in Public Service Series and the Anne B. Anstine Excellence in Public Service Series, two training programs designed to educate, empower and advance Republican women.

Secretary Ridge so respected her leadership that ten years ago, he appointed her to Pennsylvania's State System of Higher Education and subsequently adopted a plan she crafted to fund investments in higher education in new and innovative ways. Governor Mark Schweiker appointed her as his representative on the Interstate Oil and Gas Compact Commission. President George W. Bush appointed her to the Rural Telephone Bank where she now serves as Vice Chair.

With a family tradition of political activism, Christine has been recognized as an extraordinary fundraiser for candidates and party organizations in the local, state, and national arena and serves as National Committeewoman of Pennsylvania to the Republican National Committee. A force within her industry, the current administration sought her input by placing her on the National Petroleum Council and the U.S. Secretary of Energy's Advisory Board.

If you would ask Christine what is her prime motivation, she would say it is two-fold. First, her commitment to her three sons is paramount and she is compelled to political activism because of her concern for their future. Second, she has a deep commitment to women in great part to the experiences she encountered in the totally male-dominated oil

and gas industry. She crosses the nation constantly to promote Republican candidates and had created an annual retreat for female corporate leaders from all over the world.

A recipient of numerous awards, she insists that her greatest gifts are her sons: Joe (21), Max (19), and Matthew (16). When available, she has coached their baseball teams and also challenged them on the ice in hockey. Married to University of Arizona Men's Basketball coach, Lute Olson, Christine travels between homes in Arizona and Pennsylvania.

Updated - May 24, 2007

APPENDIX J

Bernadette Comfort

Executive Director
Anne B. Anstine Excellence in Public Service Series

Bio

Bernadette "Bernie" Comfort
Executive Director, Dodie Londen Excellence in Public Service Series and the
Anne B. Anstine Excellence in Public Service Series
57 S. Ninth Street
Indiana, PA 15701
AZ Cell: 520-609-6347
PA Cell: 412-389-9201
comfortb@ptd.net

As the executive director of the newly established Dodie Londen Excellence in Public Service Series and the five year old Anne B. Anstine Excellence in Public Service Series, Bernadette S. Comfort is working with Christine J. Olson to increase the number of Arizona and Pennsylvania Republican women in decision-making positions at the local, state and national levels within the Party and in elected and appointed office. Bernie is responsible for the management of both the Dodie Londen Series and Anne Anstine Series and directs the Winning with Women in Pennsylvania program. The Winning with Women program serves as the women's outreach efforts for the Republican Party of Pennsylvania. Additionally, Bernie serves as political assistant to Christine J. Olson working to elect Republican candidates across in Pennsylvania, Arizona and across the country. Bernie volunteers on various campaigns and serves as a commissioner for the PA Commission on Women since being appointed by Governor Mark Schweiker.

Prior to assuming her new duties, Ms. Comfort served as the executive director of the Center for Women in Politics in Pennsylvania at Chatham College. As the executive director, Ms. Comfort managed the daily operations of the Center, which has a three-fold mandate of education, public service and research. Her work with the Center allowed her to dedicate herself to promoting young women's leadership development and to involving all women in the political process. She developed various programs to serve young women at the Center including Emerging Leaders, an electronic mentoring program, NEW Leadership Pennsylvania in partnership with the Center for the American Woman and Politics and Conversations with Women in Politics & Public Policy, a speaker series geared toward mentoring young women.

During her nine years at Chatham College, Bernadette held several positions including serving as the Associate Dean of Students, Assistant Dean of Students, Director of International Programs and Director of Residence Life. Bernadette's professional passions also span the globe as she has a keen interest in international affairs and international education. Bernadette earned her Masters Degree in Public and International Affairs and her Bachelors Degree in Political Science and Communication at the University of Pittsburgh.

APPENDIX K

Chris Bravacos
Bio

Chris Bravacos
President & CEO

During his almost 20 years in the public affairs and communications arena, Chris Bravacos has played a significant role in many major public policy debates and political victories in the Commonwealth of Pennsylvania. He has gained valuable experience and insight on how best to present public issues to persuade key opinion leaders – a skill that helps Bravo Group clients reach their objectives.

In just six years, Bravo Group has become one the most important government relations and communications companies in Pennsylvania, delivering high-stakes wins for a client base rich in influential corporations and important non-profit institutions.

Chris founded Bravo Group in 1999 after serving four successful years as Deputy Secretary for Legislative Affairs to Governor Tom Ridge. Prior to joining the Ridge Administration, he helped rebuild the Republican party in the early 1990s and lead the GOP to statewide election sweeps as executive director of the Republican State Committee of Pennsylvania.

Chris began his career as a Congressional aide in Washington, DC to congressmen Richard Schulze (PA), Clarence Miller (OH) and as a press office intern to Jack Kemp (NY).

Chris has been dubbed "savvy" by the Harrisburg Patriot-News, and was named on the Politicspa.com list of "Pennsylvania's Smartest Staffers and Operatives." He has also been listed on the Pennsylvania Report's "Report 100" most influential Pennsylvanians in politics today; included in Central Penn Business Journal's "Forty under 40" list of business and community leaders; and profiled in Harrisburg Magazine's list of "Movers and Shapers."

He continues to advise and counsel numerous statewide and regional candidates for public office, and his opinion on public affairs often appears in media stories.

Chris also serves as a managing partner of Affinity Group of Harrisburg; president of REACH Alliance; and on the boards of Bravo Education Foundation, Harrisburg; the Technology Council of Central Pennsylvania; Jump Street, a private, nonprofit art council serving the Central Pennsylvania region; and the Children's Scholarship Foundation, Philadelphia.

He lives in Hershey, Pennsylvania, with his wife Peggy, and children Katherine, Michael and Annie.

APPENDIX L

Stephen T. Dunkle

Bio

Stephen T. Dunkle
Assistant Director of Government Relations
Pennsylvania State Education Association

Stephen T. Dunkle has devoted his professional career to public service, campaign management and education. Upon graduation from Lock Haven State College in 1974, Dunkle taught school in the Mifflin County School District. In 1975, he ran for County Commissioner in Mifflin County and at age 23 became the youngest person ever elected to that position.

Dunkle moved to Harrisburg in 1979 and became involved in statewide politics. Dunkle served as political director and executive director of the Republican State Party of Pennsylvania. He has served in several administrative, field and consulting positions for candidates seeking office – including Governor, U.S. Senator and Justice on the Supreme Court. Specifically, Dunkle worked closely with former Governors Dick Thornburgh and Tom Ridge as well as U.S. Senator Arlen Specter and Supreme Court Justice Sandra Schultz Newman. He also managed several campaigns for candidates seeking election to the Pennsylvania General Assembly.

In 1987, he undertook election research for the Agency on International Development (AID) in the countries of Argentina, Bolivia, Brazil and Paraguay. Dunkle has established a reputation as a respected political campaign operative and as a public speaker. He has lectured at seminars and taught classes in 22 states and the District of Columbia.

In his current position at the Pennsylvania State Education Association (PSEA), Dunkle coordinates fundraising for the PSEA's Political Action Committee for Education. He also facilitates PSEA's election program and lobbies members of the General Assembly on issues important to public education and health care.

Dunkle resides at 177 W. Main Street, Allensville, PA. Dunkle currently serves as a Menno Township Supervisor and is a member of the Kishacoquillas Valley Historical Society. He is also a member of St. Paul Lutheran Church in Allensville.

APPENDIX M

Dr. Gerard Del Grippo

Bio

Dr. Gerald Del Grippo

Dr. Del Grippo is a retired physician. He knew Anne Anstine most of his life having grown up in the same town and graduating from high school with her.

Dr. Del Grippo practiced medicine for nearly 50 years in Lock Haven in the field of Family Practice. He served in the U.S. Navy from 1943 to 1946 being sent to Hawaii just after Pearl Harbor to help with the casualties.

He graduated from Oberlin College in 1947 and Georgetown University Medical School in 1951. He did his internship at Robert Parker Hospital in Sayre, PA. In 1953, he opened a private practice in Lock Haven from which he retired in 1996. He was also on the staff at Lock Haven Hospital while practicing medicine.

He was active in the Clinton County Medical Society, Pennsylvania Medical Society, and the American Medical Association.

He was a member of the American Academy of Family Physicians since 1956 and received a fellowship in 1972.

Dr. Del Grippo has been an active member of the Republican Party for many years and attended the National Convention in San Diego in 1996.

He is a widower with four grown children: Ann, a lawyer; Theresa, a pianist; Gerard, a physician; and Susan, a clinical psychologist.

APPENDIX N

Elsie Hillman

Personal Biography,
Republican Biography
&
Her Address to Republican State Committee
June 8, 1996

ELSIE MEAD HILLIARD HILLMAN
(MRS. HENRY L. HILLMAN)

BIOGRAPHICAL DATA

ADDRESS   5120 Holyrood Road
           Morewood Heights
           Pittsburgh, Pennsylvania   15213

BIRTHPLACE: Pittsburgh, Pennsylvania

BIRTH DATE: December 9, 1925

FATHER: Thomas Jones Hilliard (Deceased)
MOTHER: Marianna Talbott Hilliard (Deceased)

EDUCATION: The Ellis School – Pittsburgh, PA
              Ethel Walker School – Simsbury, CT   (Graduated 1944)
              Westminster Choir College – Princeton, NJ   (1944-45)

HUSBAND: Henry Lea Hillman   (married: May 12,1945)

CHILDREN: Juliet L. H. Simonds
             Audrey Hillman Fisher
             Henry Lea Hillman, Jr.
             William Talbott Hillman

GRAND CHILDREN:	Dylan T. Simonds (9/14/70)	J. Brooks Fisher (2/8/74)	Juliet A. Hillman (5/18/91)
	Talbott L. Simonds (1/10/73)	Matthew H. Fisher (3/1/75)	Summer L. Hillman (7/2/96)
	Henry J. Simonds (4/9/75)	Lilah H. Fisher (3/16/77)	
		Nina B. Fisher (5/18/75)	

GREAT GRAND   Ashley Rose Fisher
CHILDREN: (9/8/02)

CURRENT ACTIVITIES

The Carnegie (Museum)
    Associate Member – Women's Committee

Carlow College,
    Member, Board of Trustees Emeritus

Ecumenical Institute on Racism

The Ellis School
    Honorary Lifetime Board Member

The Interfaith Alliance
    Member

Pittsburgh Symphony Society
    Life Director

Pittsburgh Cancer Institute
    Vice Chairman, Emeritus

Rider College (Lawrenceville, NJ)
    Member, Board of Trustees

Shadyside Hospital Foundation
    Member, Board of Directors

WQED, Metropolitan Pittsburgh Public Broadcasting
    Trustee Emeritus

Pittsburgh Public School K-12 Team
    Co-Facilitator

Pittsburgh Financial Leadership Committee
    Roderick - Hillman Co-Chairs

SOS '04 (Save our Summer)
    Co-Chair

Republican Pro Choice Coalition
Member of Board

Westminster Choir College Leadership Council

PAST ACTIVITES

Blair House Restoration Fund
Member, Board of Directors – D.C.

Calvary Episcopal Church
Member of Vestry

Carlow College (Pittsburgh, PA)
Member, Board of Trustees

Duquesne University, Graduate School of Business Administration
Member, Board of Advisors

Hill House Association
Vice Chairman and Member of Board of Directors

Joint Center for Political and Economic Studies (Washington, DC)
Member, Board of Directors

Pittsburgh Cultural Trust

Pittsburgh Foundation
Member, Distribution Committee and Treasurer

Pittsburgh Oratorio Society
Board Member

1975 – 1996   Republican National Committee
Member from Pennsylvania

Shadyside Hospital – Ladies Association
Associate Member Ladies Social Service Board

Squirrel Hill Urban Coalition
Board Member

University of Pittsburgh, School of Medicine
Member, Board of Trustees

Urban League of Pittsburgh
   Vice President and Member, Board of Directors

WQED, Metropolitan Pittsburgh Public Broadcasting
   Chairman and Member, Board of Trustees

Westminster Choir College   (Princeton, NJ)
   Chairman and Member, Board of Trustees

White House Endowment Fund
   Member, Board of Directors

1985   YWCA
                 Chairman, Tribute to Women

AWARDS

1965   Squirrel Hill Kiwanis
                 "Woman of the Year" Community Service

1969   Wheeler School
                 Community Service

              Pittsburgh Courier Top Hat Award
                 Community Service

1973   The Guardians of Greater Pittsburgh (Organization of Black Policeman)
                 Humanitarian Award

              Women's American ORT, Pittsburgh Chapter
                 Community Service Award

              National Conference of Christians and Jews
                 "National Brotherhood Award"
                  (Co-Awardee with husband, Henry L. Hillman)

1974   Pennsylvania Distinguished Republican Award

1975   Distinguished Daughters of Pennsylvania

1979   Jaycee Community Service Award

1982	Black Republican Council of Pennsylvania W.P. Young Award
	Vectors/Pittsburgh "Woman of the Year"
1986	Republican Party of Allegheny County Spirit of Lincoln Award
1987	The Salvation Army Catherine Booth Award
1988	Jewish National Fund Friends of Israel Award
	St. Barnabas Hance Award
1989	Pittsburgh Blind Association Person of Vision Award
	Hand in Hand, Inc. Outstanding Citizen Award
	Philadelphia Association of School Administrators Award of Political Action
	YWCA (Annual tribute to Women Luncheon) Allerton Award (First Special Award)
1991	Pittsburgh Center for the Arts Cultural Award (Co-Awardee with husband, Henry L. Hillman)
1993	National Flag Foundation The Molly Pitcher Award
	Pittsburgh Chapter of Hadassah Myrtle Wreath Award
1994	Carlow College June Woman of Spirit Award
1995	Historical Society of Western Pennsylvania Community Service Award at History Makers Award Dinner

| 1996 | WQED |
| | For the Love of Elsie Awards |

1997	Zonta Club of Pittsburgh
	Amelia Earhart Award (Given at Tea with Elsie)
	Planned Parenthood of Western Pennsylvania
	Garden Party honoring EHH

1999	The Pennsylvania Society (Henry L. Hillman and Elsie H. Hillman)
	Gold Medallist
	The University of Pittsburgh Cancer Institute
	Arthur J. McNulty Civic Leadership Award
	Vietnam Veterans Leadership Program of Western Pennsylvania
	The Chapel of Four Chaplains Award

2000	The WISH LIST (Breakfast Club)
	Special Honoree
	Pennsylvania Association of Colleges and Universities
	Sheepskin Award

2002	Girl Scouts (Women and Girls of Distinction Award)
	The Pearl of Excellence Award
	The Pittsburgh Symphony
	The Richard P. Simmons Progressive Leadership Award
	(Tuesday Night Live)
	YWCA
	20th Anniversary Achievement Awards
	Pennsylvania Founders Day Award
	Given by Governor Mark Schweiker
	Jewish National Fund (Henry L. Hillman and Elsie H. Hillman)
	Tree of Life Award

2003	League of Women Voters
	Good Government Award

Gold Medal Award (Henry L. Hillman and Elsie H. Hillman)
AIA Pittsburgh-A Chapter of the American Institute of Architects

2004	International Women's Forum
	IWF Woman Who Makes a Difference Award

2005	The Mentoring Partnership of Southwestern Pennsylvania
	Thieman Award

HONORARY DEGREES

HOODS

Waynesburg College – Gold & White
  Doctor of Humane Letters, 1978

Duquesne University – Red & White
  Doctor of Humane Letters, 1980

Westminster College – Blue & Purple
  Doctor of Laws Honoris Causa, 1989

Point Park College – Green & White
  Doctor of Human Letters, 1990

Carnegie Mellon University – Tartan & Purple
  Doctor of Laws, 1990

Westminster Choir College – White, Purple & Gold
  Doctor of Humanities Honoris Causa, 1991

Chatham College – Purple & White
  Doctor of Humanities, 1995 (On the Board for 28 years)

Carlow College – Purple & White
  Doctor of Humanities, 1995 (On the Board for 28 years)

Robert Morris University – Blue & White
    Doctor of Humane Letters, 2004

REPUBLICAN BIOGRAPHY

ELSIE HILLIARD HILLMAN

(MRS. HENRY L. HILLMAN)

1952   Volunteer, Citizens for Eisenhower Committee

1953   Volunteer, Allegheny County Republican Headquarters

1956   Citizens for Eisenhower-Nixon, "Ikemobile Project"

1956 to date Elected Republican Committee Member from the 1st District, 14th Ward of
              Pittsburgh

1957 to 1960 Volunteer, Allegheny County Republican Headquarters

1960   Appointed Volunteer Chairman for the Allegheny County Republican
              Committee

              Co-Chairman of the 14th Congressional District Citizens for Nixon-Lodge

1962 to 1967 Appointed Secretary of the Allegheny County Republican Committee and was
              re-elected to this post in 1964

              Elected Vice Chairman of the 14th Ward Republican Committee

1963 to 1996 Have served on various standing committees of the Pennsylvania State
              Republican Committee. Served on the Leadership and Finance Committees

1964   Elected Chairman of the 14th Ward Republican Committee and was re-elected
              every two years until retiring from this post in 1974

              Elected Alternate Delegate to the Republican National Convention
              (San Francisco – Goldwater)

1967	Elected Chairman of the Allegheny County Republican Committee and was re-elected in 1968 to serve until retiring from this post in 1970
1968	Elected a delegate to the Republican National Convention (Miami - Nixon)
1970	Retired as Chairman of the Allegheny County Republican Committee
1970 to 1999	Participated annually in various capacities in local, state and national elections
1971	Co-Chairman, Re-elect Nixon Dinner
	Coordinator for Labor for Heinz for Congress
1972	Elsie did not attend Republican National Convention (Nixon-re-elect)
	Coordinator, Labor for Heinz Committee
1973	Co-Chairman, McGregor for Judge Committee
1974 to 1996	Member Republican Leadership Committee – Pennsylvania
	Member Republican Finance Committee
1975	Elected Pennsylvania Member Republican National Committee (succeeding Sally Stauffer)
	Appointed to Republican National Committee Rules Committee – served until 1996
1976	Elected Delegate to the Republican National Convention (Kansas City – Ford)
	Floor Leader for President Ford
	Member Rules Committee
1977	Chairman, New Rules Review Committee of the Pennsylvania Republican State Committee
	Member, Policy Board, Republican National Committee Human Resource Council
1978	Elected to Executive Committee of Republican National Committee – served until 1996
1978-1979	National Steering Committee, George Bush for President

1979	Chairman, Pennsylvania George Bush for President Committee
1980	Delegate to Republican National Convention (Detroit – Reagan)
	Member, Rules Committee – Republican National Convention
	Member, Reagan-Bush Committee
1982	Member, State Steering Committee, Heinz for Senate
1982-1979	Primary election, Co-Chairman statewide, Swartz for Supreme Court Campaign
	Chairman, McGregor for Superior Court
	Appointed Co-Chairman, 1984 Pennsylvania Reagan-Bush Committee

1984   Delegate, Republican National Convention (Dallas – Reagan)

	Co-Chairman, Pennsylvania Reagan-Bush Campaign Committee
1984 to 1996	Member, Executive Council, Republican National Committee
1985	Co-Chairman, Allegheny County Republican 500 Club
	Sneath for Mayor Committee
	McClung for City Council Committee
	National Steering Committee, Fund for America's Future
	National Finance Committee, Fund for America's Future
1985 to 1986	Republican National Committee, Rules Committee
1985 to 1988	Republican National Committee, Minority Sub-Committee (New Orleans)
1986	State Chairman, Specter for United States Senate
	Scranton for Governor Committee
1987	McClung for City Council
1987-1988	General Chairman – Pennsylvania George Bush for President Committee

1988	Delegate to Republican National Convention – (New Orleans – Bush)
	Co-Chairman Pennsylvania Delegation (Detroit)
	Member, Republican Rules Committee
	Chairman, Pennsylvania Electoral College
	Re-elected member Republican National Committee
1988-89	Chairman, Presidential Inaugural Committee Pennsylvania
	Presidential Transition Advisor for Pennsylvania

1988 to 1996   Member, Executive Committee and Executive Council Republican National Committee

1989	Appointed White House Fellowship Commission
1990	Presidential Drug Advisory Council (Chairman, Bill Bennett)
	Member of U.S. Delegation to Gambie – Celebration of 25th year of independence from Great Britain - George W. and Laura Bush led the delegation
1991	Thornburgh for United States Senate
1992	Delegate, Republican National Convention (Houston – Bush)
	General Chairman – Pennsylvania – Bush-Quayle '92
	National Co-Chairman Bush-Quayle '92 Finance Committee - Houston
1994	Ridge for Governor, State Steering Committee
1996	Delegate to the Republican National Convention (San Diego – Dole)
	Member, Republican Platform Committee
	Retired from Republican National Committee – succeeded by Anne B. Anstine
1998	Honorary Chairman, Re-elect Senator Arlen Specter Campaign
1998	Co-Chairman, Ridge-Schweiker Campaign
	Allegheny 2000 Citizens Committee – Referendum to change Allegheny County to Home Rule

1999	Co-Chairman, Jim Roddey for County Executive Allegheny County
	Member, Various Republican Campaign Committees
2000	Honorary Chairman, Pennsylvania George Bush for President
2001	Honorary Co-Chair, Hafer for Governor
2005	Allegheny County Row Office Reform Citizens Committee -- Referendum to eliminate elected row offices

Elsie H. Hillman

Address to Republican State Committee

June 8, 1996

Any resemblance to iambic pentameter is quite by accident!

'Twas a day in May in '52
(Feels like 100 years ago!)
When I signed up with General Ike
And to his campaign decided to go!

Citizens for Ike was such a success
It went to my silly head
And instead of cooking and mending and such,
I went into politics instead!

Henry, my wonderful husband knew
That if I started I could not stop.
And he patiently waits at our garden gates
For my final shoe to drop!

Before I go I must recall
Some memories all can share.
When politics was funny and fun
And laughs were everywhere.

From Ike I went, as a volunteer
To the Allegheny Republican Committee
To coordinate minorities
To build a party in the city.

And then I organized volunteers
For rally's small and big
We did opposition research
Through papers we would dig!

And one thing led to another
As Henry said it would;
And I ran for County Chairman
Because I really thought I'd be good!

We didn't change much history
But we had a barrel of fun
And fought like fury for City Hall
Jon Tabor, our favorite son!

Pennsylvania had a Republican governor then,
Beloved by all he met.
Bill Scranton and Mary, their names you know,
A family we'll never forget.

And Ginny and Dick, my great friends,
Who lived in the very next block,
Proved that Western Pennsylvania
Produces mighty fine stock.

Then Nixon and Lodge and Ag-e-new,
Barry, Rocky and Ford,
We had a wide variety of candidates
Who kept us from being bored.

Our Senators, Scott, Heinz and Specter
And now young Rick Santorum
Have helped Pennsylvania on the Senate floor,
Always looking for a quorum!

I miss my friends, the ones you know
Who are no longer here,
Who helped me every inch of the way
Their memories are clear and dear.

On the RNC we are two at a time,
A woman and a man.
I served with Tom and Drew and Herb
No finer men in the land.

And for 21 years I have really tried hard
To emulate my mentor
Because Sally Stauffer was the best
And I shall never forget her.

You can tell that I'm ending my history book
As I've come to Tom and Michelle.
How could they be any better,
They govern and tend us so well.

In 44 years of politics,
And 21 at the RNC,
Perhaps the friends that I love the most
Are members of the RSC.

I have pictures taken with Presidents
And the House and Senate, too.
But I treasure the most the ones I have
Playing with all of you.

The Councils, the YR's, and the college gang,
Have shared so much of my life.
That it's hard to think of going home
To become a dutiful wife!

Pennsylvania leaders are so dear to my heart,
The PA House and Senate
And Barb as well as Bob and Matt
We all must give them credit!

It's hard to speak of Ann and Bill
Two people I love so dearly
They have made my job so wonderful
And to say more will make me teary!

Before I leave I must report
That the Bush's are doing fine.
I visited them in Texas,
And we drank far too much wine!

I'd like to leave with one last thought
Be gentle, friends, and kind
Respect each other's differences,
Leave bigotry behind!

The only thing that we each have
Are the gifts that God has shared
He did not pick and choose, you know
Our worth was not compared.

So let's leave the hall in harmony

Our work should well be done.
And tell the face in the mirror each day,
Being nice is much more fun!

I love you all.

APPENDIX O

Bob Asher
National Committeeman for Pennsylvania to RNC

Bio

Bob Asher

National Committeeman Co-Finance Chairman

A BUSINESS PERSON:

Board of Directors' Co-Chairman, Asher's Chocolates (4th generation family candy business of C.A. Asher), major candy-making and national distribution center at Souderton, PA, with operations also in Historic Germantown area of Philadelphia and Lewistown, PA. Asher's annually produces more than 6 million pounds of confectioneries for national and international distribution.

AN INVOLVED CITIZEN:

Pennsylvania member of Republican National Committee, appointed 1998
Chairman, Development Committee, Nature Conservancy of Pennsylvania
Board of Directors, Alliance for the Chesapeake Bay Advisory Board; and Salvation Army, Philadelphia Region
Member, Pennsylvania Society
Philadelphia Zoological Society
Session of Oreland (PA) Presbyterian Church
Union League of Philadelphia
Academy Club of Germantown Academy
Leadership Council, Republican State Committee of Pennsylvania
Avalon (NJ) Yacht Club
Old York Road Country Club, Gwynedd, PA
Chairman, Republican State Committee of Pennsylvania, 1983-1986
Chairman, Montgomery State County (PA) Republican Committee, 1978-1986
State Chairman, PA Governor Dick Thornburgh's successful re-election campaign committee, 1982
Delegate, Republican National Convention, Detroit 1980 and Dallas 1984
Commissioner, Springfield Township, Montgomery County, PA 1968-1971

CIVIC RECOGNITION:

Humanitarian Award, Montgomery County (PA) Association for
Retarded Citizens
Special Award/Recognition, Valley Forge (PA) Council, Boy
Scouts of America
Good Citizenship Award, Union League of Philadelphia

EDUCATIONAL ATTAINMENTS:

Graduate, University of Pennsylvania Wharton School of
Business and Commerce, Philadelphia, B.S. in Economics
(Class of 1960)
Graduate, Germantown Academy, Fort Washington, PA (Class
of 1955)

MILITARY SERVICE:

U.S. Army veteran, active duty and reserve status

PERSONAL DATA:

Born 9/7/37, Philadelphia, PA
Married to former Joyce Webb, with three children, son Jeff,
daughters Jill and Jodi, all married and with three
grandchildren.
Montgomery County, PA resident more than 35 years.

APPENDIX P

Joint Research Project
The Radcliffe Public Policy Institute
and
The Boston Club

Suiting Themselves: Women's Leadership Styles in Today's Workplace

Advice of the Women in the Study to Potential Leaders

Suiting Themselves: Women's Leadership Styles in Today's Workplace **A joint research project of The Radcliffe Public Policy Institute and The Boston Club** **(1999) The Radcliffe Public Policy Institute**
Advice from the women in the study to potential leaders which varies (p. 16)
1. Follow your own curiosity and passion, then be strategic. Keep your values, including moral and family, clear and central.
2. Feel free to create and pursue alternate routes to career success and satisfaction. Don't just accept traditional ones.
3. Do not listen to those who tell you that you cannot have it all. Get as much education as possible as early as possible. Change jobs frequently and take difficult and foreign assignments early in your career. Do not sacrifice family or relationships for work, ever, you don't have to.
4. You really can't have it all. Set your goal for what is most important to you and makes your life happy, but realize that something has got to give.
5. Form strong networks. Don't try to be superwoman -- 30-40 years provides time for both family and a career. Try several different careers.
6. You can have it all but not at the same time. Have your kids early and move up as they grow up.
7. Be realistic about the challenges you will face, especially in balancing the demands of work and family. Be optimistic that you will have impact in making your workplace more accommodating to the needs of individual women and families.
8. Be who you were created to be. Don't mitigate your womanhood, but learn to balance emotion and intuition with rational thinking and logic.
9. Work hard, network, and build relationships with both men and women who can help educate you in the workplace as well as in school.
10. Educate yourself; choose a career path that fulfills you, the person, not just the career woman; join professional organizations for idea sharing and networking; don't try to be a man in a man's world – be a strong woman in the world and in your life.

APPENDIX Q

Monroe Doctrines
by
Lorraine Monroe

The Monroe Doctrine

On Working from the Heart

If you don't love the work you're doing,
you'll get sick—physically, mentally, or spiritually.
Eventually, you'll make others sick, too.

◈

All good work is worthy of our dedication.
And the most worthy is what changes lives
profoundly—in mind, body, and spirit.

◈

Worthwhile work is rarely done
strictly from nine to five.

◈

If you're ambitious, doing your job well is the only
way to rise with your dignity and integrity intact—
owing no one.

◈

If you're indifferently supervised,
do the crazy, unexpected, wonderful thing
you've always dreamed of.

◈

Any life can be a work of art.
So how can we but work in the belief that
we *will* make a difference?

Monroe, 1997, p. 36

The Monroe Doctrine

On Attitude

Life ain't fair—but it can be beautiful!

◈

Work hard—deserve to play hard.

◈

Daily reflection on your efforts and outcomes
will improve both.

◈

Avoid people who envy, complain, and drain.

◈

When you work in a place where your efforts
are belittled, save yourself—leave! But until you leave,
continue to do impeccable work. Otherwise,
you become like your detractors.

Monroe, 1997, p. 55

The Monroe Doctrine

On Perseverance

Often, the evidence of success is slow in coming
or impossible to see. Therefore, much good work must
be done by faith and by faith alone.

◈

When a near-impossible assignment comes along,
take it as a challenge and work like hell to succeed.
But instead of results, attach your heart
to *significant actions*.

◈

Consistency and perseverance beat running
from fad to fad.

◈

In the face of inept administration or
nonsensical bureaucracy, people desperately need
confirmation that they are not crazy to go on believing,
demanding, caring.

◈

If you're successful, you'll be envied
and you'll make enemies. But go on!
Because the alternative is death.

◈

Keep asking, "Why not?"
till you run out of excuses and fear.

Monroe, 1997, p. 76

The Monroe Doctrine

On Being an Idealist in
a Less-Than-Ideal World

You get what you work for
and what you deserve—*sometimes*

◈

Unfortunately, competence isn't always rewarded.
But there's still no alternative to being competent!

◈

To get on with the work, there are times you
have to compromise. But learn the difference between
compromising and selling your soul.

◈

Good works will be recognized—ultimately.
But if you work for the recognition alone,
you may be in for a *long* wait.

Monroe, 1997, p. 94

The Monroe Doctrine

On Teaching and Learning

What a teacher feels and thinks about the children
in front of her makes all the difference
in how much those children learn.

◈

When a teacher demonstrates sincerity and decisiveness
in the classroom, the children will unconsciously give
her permission to teach them. And without
that permission, learning won't happen.

◈

A teacher who keeps teaching the same things in the
same way slowly but surely dies in front of her students.

◈

Designating a few kids as gifted and talented brings out
all their gifts and talents. In education, elitism works.

◈

Race, ethnicity, and poverty
are poor excuses for low expectations.

Monroe, 1997, p. 111

The Monroe Doctrine

On Leadership (I)

To become an excellent leader,
start as an excellent follower.

◈

Becoming a leader is an act of self-invention.
Imagine yourself as a leader;
act as if you are a leader until you actually become one.

◈

When you undertake leadership,
people will challenge and attack you.
Just make sure you win your *first* battle,
and the others will come easier.

◈

The toughest leadership challenge:
To inherit something good and *not mess with it!*

◈

The real leader is a servant
of the people she leads.

Monroe, 1997, p. 134

The Monroe Doctrine

On Pursuing Excellence

You can't *ease* your way to excellence.
"You have to burn from the first bar." (Sting)

◊

Don't believe that more people, wealth, or things will
make a community great. Greatness grows
from people with dedication.

◊

Some people are born magicians, able to do wonders
in their work. But everyone can learn to
make a contribution. Excellence takes both kinds.

◊

A cadre of creatively crazy, concerned individuals can
carry an organization. But *pockets* of excellence don't
create the hum an excellent organization has.

◊

When you compete, don't just hope to win.
Plan to *blow away* the competition.

Monroe, 1997, p. 155

The Monroe Doctrine

On Making Things New

Remember how crazy you could be as a kid?
Hang on to the craziness—it's your source of creativity.

◊

Don't expect support from others for your creativity
and risk taking. Only *after* your ideas work will
support come—and credit be taken!

◊

It's sometimes *good* for a creatively crazy maniac
to work for an invisible, incompetent, uncaring leader.
At least the uncaring leader leaves the maniac
room to work her magic.

◊

Every day, learn something new,
and share it with those around you.

◊

Fixing anything—a school, a family, a business,
a community—takes time, but people demand
changes *immediately*. Better start now!

◊

Always be planning to do something new—
next week, next month, and next year.

Monroe, 1997, p. 170

The Monroe Doctrine

On Leadership (II)

Don't be afraid to break rules,
but do it only for the sake of the mission.

◊

While working your tail off to accomplish Plan A,
always have Plan B and C written down somewhere—
if need be, in code. And remember the code!

◊

Spread the knowledge!
The wisdom of any system must never reside in the head
of a single person—not even you.

◊

The leader who loses direct contact with the work
loses perspective. The further you get from the work,
the easier it is to promulgate nonsense.

◊

A leader who plans, acts, walks, and talks like a leader—
and wears a good suit—is damn near invincible!

◊

The good leader knows that it's time to move on
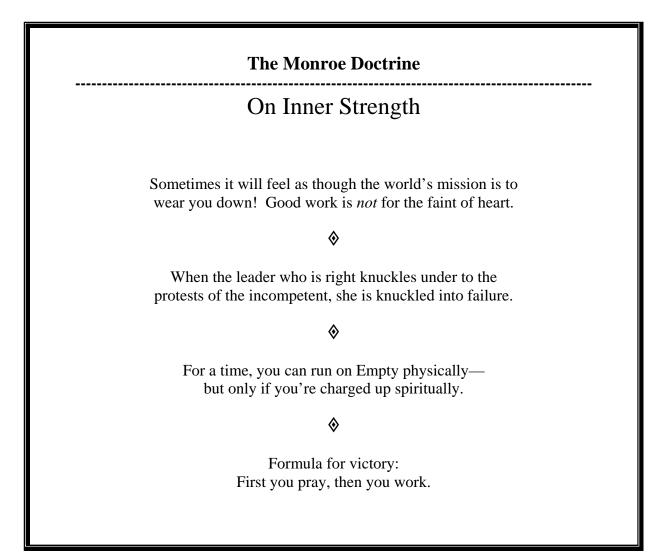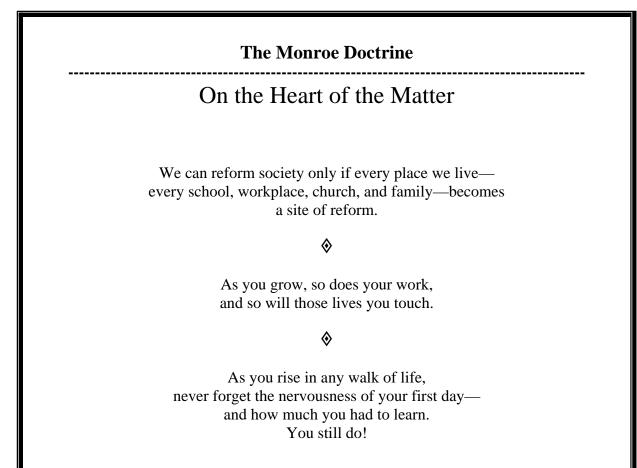long before her followers.

Monroe, 1997, p. 185

The Monroe Doctrine

On the Human Touch

Always put people first, paper second.

◈

Make yourself visible to those you want to influence—
every day, every way.

◈

Understanding and sympathy must go along
with expecting and demanding the best.
Stroking must accompany *poking*.

◈

The good leader doesn't see or hear everything.
Learn what to ignore.

◈

Remember what people did to help and nurture you?
Do it for others.

◈

A leader who expects the best
from everybody usually gets it.

Monroe, 1997, p. 209

The Monroe Doctrine

On Inner Strength

Sometimes it will feel as though the world's mission is to
wear you down! Good work is *not* for the faint of heart.

◈

When the leader who is right knuckles under to the
protests of the incompetent, she is knuckled into failure.

◈

For a time, you can run on Empty physically—
but only if you're charged up spiritually.

◈

Formula for victory:
First you pray, then you work.

Monroe, 1997, p. 221

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The Monroe Doctrine

On the Heart of the Matter

We can reform society only if every place we live—
every school, workplace, church, and family—becomes
a site of reform.

◈

As you grow, so does your work,
and so will those lives you touch.

◈

As you rise in any walk of life,
never forget the nervousness of your first day—
and how much you had to learn.
You still do!

Monroe, 1997, p. 225

**Simple Acts That Set
The State for Innovation**

in

"Nothings Impossible"

by

Lorraine Monroe

Simple Acts That Set

The State for Innovation

1. Floor patrols and strictly enforced rules prohibiting students
   from leaving the classroom during the first 15 minutes or the last 10
   minutes of a class period. This worked wonders in reducing noise
   and disorder and allowing students and teachers to focus on learning.

2. Establishing other non-negotiable rules and regulations, and making sure that
   there were real consequences when the rules were broken.

3. Creating an expectation of intense, bell-to-bell teaching with constant
   monitoring for teacher improvement and student learning.

4. Developing a rigorous academic program that proved to our kids that they
   could meet high intellectual expectations with proper teaching and support.

5. Offering an extensive preschool and postschool extracurricular-activity
   program that appealed to all kids, from nerds to jocks. This helped keep our
   students off the streets and gave them additional opportunities to bond with
   teachers while focusing on productive, creative activities.

(Monroe, 1997, p. 158)

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