

**The National Council of Schools and Programs in
Professional Psychology
2009 Mid-Winter Conference**

*Leadership: Preparation & Transformation
Preliminary Leadership Toolkit*

**January 21-24
Puerto Vallarta, Mexico
Hotel Fiesta Americana Puerto Vallarta**

Hello NCSPP Delegates,

Welcome to NCSPP's 2009 Mid-Winter Conference on *Leadership: Preparation and Transformation*. NCSPP President Dr. Jean Lau Chin's vision for the Leadership Toolkit was to showcase and compile ways in which psychologists are already working as leaders, teaching, developing and promoting leadership in the training and practice of psychology—to share some of our best practices and tools for professional psychologists.

This is a preliminary version of the Leadership Toolkit and is brought to you in an effort to highlight the initial contributions about leadership and psychology that are relevant to NCSPP members. The domains covered include: articles, curriculum, training exercises, PowerPoint presentations, and resource lists which we hope will be useful to psychology and training of psychologists. We are very appreciative of the individuals who were generous enough to share their work for this toolkit. The materials contained here are a work-in-progress. We hope to gather additional submissions during the Mid-Winter conference for a more comprehensive and useful resource for the NCSPP community. Please be inspired to think about leadership and psychology, and consider the addition of an issue, narrative, training exercise, syllabus related to leadership that will be useful to NCSPP members for inclusion in this toolkit.

We hope you have a great conference!

Sincerely,

Amanda Kim, Ph.D.
Director,
Center for Multicultural and Diversity
Studies
The Chicago School of Professional
Psychology
Akim@thechicagoschool.edu

Debra Kawahara, Ph.D.
Associate Professor
California School of Professional
Psychology at Alliant International
University
dkawahara@alliant.edu

Members of the Toolkit Committee: James E. Dobbins, Ph.D.; Gargi Roysicar, Ph.D.; Neil Ribner, Ph.D.; Huie Mei Nan;

Table of Contents

Articles

- Introduction
Leadership: Preparation and Transformation by Jean Lau Chin, Ph.D. p.4
- Past Presidents' Dialogue on Leadership James E. Dobbins. Ph.D. p.36
- Models of Leadership: A Taskforce Report by Louise Baca, Ph.D. p.54
- Leadership Development in Academic Governance
by Michael Pittenger, Ph.D. p.70
- The Hardest Part of Graduate Training is Getting In
by James E. Dobbins, Ph.D. p.73

Curriculum

- Advanced Consultation and Supervision by Harriet Cobb, Ph.D. p.78

Case Studies and Exercises

- Case Studies by Elizabeth Davis-Russell, Ph.D. p.82
- Leadership, Group Dynamics and Organizational Culture in a Fishbowl:
Training Exercise by Wendy V. Chung, Ph.D. p.84
- Leadership from an Organizational Culture Perspective: A Workshop
by Wendy V. Chung, Ph.D. p.86
- The Mouse Trap Exercise by Clark D. Campbell, Ph.D. p.90

Resources

- Mentoring Junior Faculty and Annotated Bibliography
by Sheryn T. Scott, PhD. p.91
- Asian American Women Leaders: A Portrait of Empowerment
by Debra M. Kawahara, Ph.D. p.97
- Trans Needs in Psychology by Randall Erlbam, Ph.D. p.103
- APA Trans Questions and Answers p.118
- Trans Resources by Randal Erlbam, Ph.D. p.123
- Balancing Work and Family Resource Sheet
by Wendy Paszkiewicz, PsyD & Janice Steil, PhD p.127

Introduction

Leadership: For Preparation and Transformation in Professional Psychology

Jean Lau Chin

2009 NCSPP President

Why leadership?

The theme of the 2009 NCSPP Midwinter Conference on *Leadership: Preparation and Transformation* was chosen with the intent of defining leadership for professional psychology. Why leadership? Why is it important for NCSPP or the education of professional psychology to emphasize leadership and the development of leadership skills?

Professional psychology has evolved considerably since the 1970s when the professional psychology movement began as a response to the gap in clinical psychology training where the study of psychology as a science was often disconnected from the practice of psychology. Schools of Professional Psychology have as their primary purpose to educate and train psychologists for clinical practice that is informed by the science of psychology. As our society has become increasingly diverse and global in the 21st century, psychologists have expanded their roles well beyond the clinical encounter. The variety of settings in which they work, the range of issues, and the diversity of populations that they serve are numerous and complex. Psychologists have grappled with domestic violence, trauma as a result of war, terrorism, and natural disasters,

immigration, disparities in health and mental health, depression and stress in coping with demands of contemporary society, to name a few. With greater authority and scope of responsibility, psychologists are increasingly playing leadership roles. They have become change leaders, thought leaders, administrators, consultants, and managers; they serve in communities, in institutions, and in international arenas that include practice, research, and education. Leadership skills are essential as psychologists transform the field, hold positions of leadership, and advocate for social change. Yet, the preparation of psychologists for such leadership roles are sorely lacking in graduate school education, and typically acquired on-the-job.

What is Leadership?

Leadership studies have generally remained in the domains of business, organizational development, and management. Early definitions in the leadership literature looked at leadership as command, power, and authority. Warren Bennis (1989), who is widely regarded as a pioneer of contemporary leadership studies, introduced less hierarchical and more democratic notions of leadership through his work in the 1960s. Kouzes & Posner (2002) describes "leadership as not a place, not a position, [but] an observable set of skills and abilities. Of course some people are better at it than others." Northouse (2004, p. 3) defines leadership as "a process whereby an individual influences a group of individuals to achieve a common goal." House (2004, p. 2) defines leadership as "the ability of an individual to influence, motivate, and enable others to contribute toward the effectiveness and success of the organizations of which they are members". Similarly, Terry (1960) defines leadership as: "the activity of influencing people to strive

willingly for group objectives", i.e., both leader and follower. Virtually all definitions of leadership share the view that leadership involves the process of influence, and all leaders have one or more followers (Vroom & Jago, 2007).

Burns (1978, p. 452-55) studied the definition of the word leadership, and revealed 130 definitions. He concluded by presenting five characteristics of leadership, namely:

- 1) Leadership is collective meaning both leaders and followers must exist.
- 2) Leadership is dissension in which much of the growth of any organization centers on the management/leadership of dissent.
- 3) Leadership is causative meaning that true leadership affects the motives of individuals and groups to produce change.
- 4) Leadership is morally purposeful with leaders and followers working toward common goals for the future of the organization.
- 5) Transforming leadership is elevating because it engages leaders and followers on a moral – but not moralistic - plane, to live more principled lives.

Preparation for leadership

How can professional psychologists exercise a process of influence and do so in a purposive and transformative manner? How can professional psychologists exercise effective leadership in grappling with contemporary issues and training future psychologists? The 2009 NCSPP conference provides conference participants with core knowledge, successful strategies, narratives, experiential and networking/mentoring

opportunities to learn about leadership. A Leadership Toolkit is available to conference participants as a resource to promote the development of leadership relevant to professional psychology. Included in this toolkit are: models of leadership, teaching resources and syllabi, training exercises, narratives, and case studies. These are intended to identify the process of leadership, dilemmas of leadership, how leadership is exercised in diverse settings, and how to promote change through effective leadership.

Identifying the types of leadership skills and the different contexts in which leadership is exercised by professional psychologists is important. Case examples will identify the *Inspiration, Aspiration, and Perspiration* of successful leaders. This toolkit is intended to inspire NCSPP members to embrace principles and goals to lead the profession, to support NCSPP members in aspiring to leadership positions, and to acknowledge the hard work needed to become successful and effective leaders. We need to prepare our students for leadership roles, create a pipeline of future leaders, and identify different pathways to leadership.

Leadership as transformation

While we readily identify psychologists as practitioners, researchers, and educators; we rarely identify them as leaders even when they enact leadership behaviors or function in leadership roles. Many have defined leaders as those who by virtue of their accomplishments in their fields have risen to leadership positions or positions of eminence (e.g., Erkut, 2001; Halpern & Cheung, 2007). Erkut (2001) studied 60 prominent women leaders who were in roles where they might wield social influence, contribute to and define national debates on social, economic, political, and moral issues;

some were trailblazers and some were leaders in a more traditional sense, working as executives in business or nonprofit organizations. A key finding was that many of the women faced obstacles that were embedded in the general organization of work that was neither designed with women nor the support of a family structure in mind; most found that they did not have to heed the early traditional advice for women aspiring to leadership to "become more like men." These leaders were secure enough in their roles that they could describe leadership using language from their life experiences as women, just as men often use military or sports metaphors to describe leadership. This study is used to move us away from the traditional ways of talking and thinking about leadership which can mask the strengths which women and other diverse leaders might bring; in this study, the leaders' own tenacity and optimism played an important role in their accomplishments.

The practice of psychology can be transformational to enable people to live more productive lives and to advance society towards responsible citizenry; providing such leadership is transformational. Psychologists can collaborate to embrace common goals and be morally purposive, providing transformational leadership to eliminate disparities, prevent social injustices, promote healing or advance a more just society. Whether psychologists become administrators or advocates for social change, it is in the transformation of society, of the profession, or of the lives of clients that psychologists can become leaders.

Theories of Leadership

Several approaches characterize existing theories of leadership and the study of leadership. They include: trait approaches that identify the characteristics of leaders, skills approaches that identify the competencies of good and effective leadership, and process approaches that examine leadership styles (e.g., authoritarian vs. democratic; transactional vs. transformational).

While these theories focus on the leader, there are situational and contingency theories that focus on the contexts in which leadership is exercised. All are attempts to identify effective and successful leadership. Path-goal theories and leadership exchange theories focus on the interactions between leader and follower or how various leadership styles interact with follower characteristics and work settings. The nexus of Leader-Member Exchange Theory (LMX) centers on the interactions between leaders and followers with the dyadic relationship as the focal point. These approaches are briefly described with criticisms as to how they are useful to 21st century notions of leadership for professional psychology.

Trait Theories of Leadership

Trait theories attempt to align traits or characteristics of leaders with effective leadership. Although trait theory has an intuitive appeal in being able to identify “heroes” or “born leaders”, difficulties arose in proving its tenets; research in the 1980s directly challenged and rejected most leader trait models while charismatic and transformational models of leadership rose to prominence. However according to Zaccaro (2007), leadership traits and attributes do matter, who argues that it is the combination of traits and attributes that are more likely to predict leadership.

Whereas many trait theories see leadership characteristics as innate, e.g., “born leaders”), these theories are constraining when viewed from a social-environmental perspective. Trait theories have been criticized because the range of traits identified with effective leadership has often reflected characteristics of leaders already in leadership positions. Whereas these roles were often dominated by white males, this approach has led to a biased portrayal of characteristics contributing leadership effectiveness because they fail to incorporate diversity in who might become effective leaders. For example, the study of charismatic leadership has focused on characteristics more aligned with masculine traits. Behaviors such as competing with peers, imposing wishes on subordinates, and behaving assertively have been prototypical of the managerial role (Miner, 1993), and strongly infused with concepts of cultural masculinity (Heilman, Block, Martell, & Simon, 1989).

Studies of gender and leadership have demonstrated that perceptions and expectations of leaders associated with gender roles do bias the display of these traits by leaders and the appraisal of what is effective leadership. Women are typically viewed as not particularly task oriented (i.e., agentic) and more likely as communal, possessing such traits as kindness, warmth, and gentleness that seem especially tailored for subordinate and service roles (Newport, 2001; Williams & Best, 1990). Consequently, women leaders have often been appraised as less effective when behaving “like women”. These stereotypes about typical gender roles or what are typical leadership behaviors still place women at a disadvantage and in a double bind. They may be negatively appraised as women when conforming to “male” leadership competence, and may be perceived and

appraised as not exercising strong leadership when conforming to traditional “female” roles (Eagly & Carli, 2007; Eagly & Karau, 2001).

Few studies have examined the intersection of race, ethnicity or other dimensions of diversity with leadership effectiveness. Dovidio and Gaertner (1996) found unintentional or unconscious discriminatory evaluations of racial/ethnic minority individuals (in non-leadership situations) because of underlying anxiety about race and ethnicity which he termed *aversive racism*. Steele (1997) found that racial and ethnicity minority individuals might under-perform in situations when they are regarded as inferior on the basis of these stereotypes—*stereotyped threat*. These biases reduce access for racial and ethnic minorities to leadership positions because they created ambivalence about their competence and effectiveness once they occupy leadership positions. They are likely to act as self-fulfilling prophecies in undermining the willingness of diverse individuals to put themselves forward as potential leaders.

Trait theories have been viewed as exclusionary because they have been used to identify and measure leadership qualities in order to screen potential leaders from non-leaders, thereby denying access to those groups who have been unable to attain access to such positions. Trait theories have been viewed as reinforcing privilege because stereotypic perceptions and expectations of leadership characteristics would be insensitive to differences among diverse individuals not already in leadership roles. Studies have demonstrated that diverse individuals by virtue of gender, race, ethnicity, sexual orientation, or ability status have different experiences and face additional challenges when all other factors are held constant; in other words, the contexts of

leadership are different. Therefore, the identification of leadership traits may not be adequate to understand leadership among diverse leaders.

Contingency theories of leadership

Contingency or situational leadership theories proceed from the assumption that different situations call for different leadership characteristics; accordingly, there is no single profile of a leader. Hersey & Blanchard's (1969) situational theory matched different leadership styles to different levels of follower maturity, and more recently (Hersey, Blanchard & Johnson, 2007), suggests four leadership styles and four levels of follower development. Vroom and Yetton's contingency model (1973) suggests the selection of a leadership style is based on different kinds of decision making and consider other situational variables as important to effective leadership such as: the nature of the problem, the requirements for accuracy, the acceptance of an initiative, time and cost constraints. Fiedler's trait contingency model (1967) suggests that situational contingency results from the interaction of leadership style and situational favorableness.

Essentially, contingency theories examine contexts and situations, and the interaction of leadership behavior and characteristics with follower characteristics, e.g., the nature of the task (structured or routine); organizational policies, climate, and culture; preferences and expectations of followers. Leadership within the military, political parties, or religious organizations, for example, tend to be more hierarchical; often, follower expectations are that the leader will bring about transformational change, encourage followers or believers to worship the leader, or provide commanding leadership such as uncritical obedience.

Contingency theories recognize that development of leadership is not divorced from the cultural and social contexts in which it is enacted. For example, leadership studies on dimensions of autocratic vs. democratic leadership style was popular when the world was grappling with the political differences between communism and democracy, and was reactive to the dictatorships found in many pre-World War II countries, e.g., Hitler and Mussolini. In the 21st century today, the contexts are different as we become more global and diverse; fears about germ warfare, rise in terrorism, and natural disasters (e.g., Tsunami in Thailand, and Hurricane Katrina in New Orleans) and the growth of multinational organizations appear to call for different types of leadership and a different understanding of leadership.

At the same time, many leadership theories have been U.S. based, and have not been expanded to include an international perspective—across different countries and cultures. For example, it has been noted that the work ethic in Japan requires a longer commitment to the corporation with business practices influenced by Confucian values; these cultural values influence who become leaders with organizations situating the importance of family as a defining unit of leadership (Kao, Sinha, & Wilpert, 1999). Mafia leadership within Italy and the U.S. was similarly family based in its leadership and business practices. These culturally defined types of leadership are also different from that of multinational corporations and the growing diversity within many countries throughout the world—where the mix of diverse individuals characterizes both leaders and followers. Leadership models must consider the complexity of how these dimensions interact to result in effective leadership.

Leadership Style

Lewin, Lipitt, & White (1939) identified three leadership styles, authoritarian, democratic, and laissez-faire, based on the amount of influence and power exercised by the leader in decision making. These leadership styles were heavily researched especially in the years post-World War II and the concerns of Nazi-ism and communism. James MacGregor Burns (1978) introduced the concept of shared vision that unites followers to improve an organization and society at large, and defined transformational leadership as a process where leaders and followers engage in a mutual process of “raising one another to higher levels of morality and motivation.” This "true" value, integrity, and trust of transformational leadership was distinguished from "mere" transactional leadership that builds power by doing whatever will get more followers. Transformational leadership styles have increasingly gained popularity, and been embraced by many women leaders as being syntonic with feminist goals and principles.

Avolio (2007) calls for the level of integration in leadership theory and research which considers the dynamic interplay between leaders and followers, taking into account the prior, current, and emerging context in explaining what actually improves or develops leadership—he calls this authentic leadership development. This includes cognitive elements which includes a focus on leader and follower self-awareness; individual leader-follower behavior that are considered authentic, e.g., regulating transparency in relationships and ethical decision making; historical context, e.g., personal background; proximal context, e.g., organizational climate; and distal context, e.g., national or

international events outside the organization. This model has potential for being inclusive and addressing issues of diversity and leadership.

Leader-Member Exchange Theory (LMX Theory)

Contemporary theories of leadership have shifted from examining leadership traits and characteristics to examining the contexts in which leadership is exercised, and/or the relationship between the leader and his/her followers. This shift reflects a more complex formulation of leadership to be responsive to the needs of a changing world, and to be interactive, dynamic, and contextual. House & Mitchell's (1974) path-goal theory suggests that a leader selects a leadership style according to the situation and to achieve different goals such as performance, motivation or satisfaction.

Leader-member exchange (LMX) theory focuses on the unique relationship that a leader forms with each of his or her subordinates. High quality exchange relationships develop when subordinates are perceived by the leader to be competent, trustworthy, and willing to take on responsibility (Dansereau, Graen, & Haga, 1975). High LMX is associated with many desirable organizational outcomes, such as better job performance, satisfaction with supervisor, overall job satisfaction, reduced role conflict, enhanced role clarity and organizational commitment, and stronger intentions to remain in the organization (Gerstner & Day, 1997; Graen & Uhl-bien, 1995).

Foley, Linnehan, Greenhaus, and Weer (2006) examined both the unique and combined effects of gender and racial similarity between leaders and followers. They found that leaders showed the most support for those subordinates who were similar to

them in both gender and race; they showed the least support for those who were dissimilar in both gender and race. These findings suggest the importance of identity in understanding effective leadership. When the identities of the leader and the group members or followers are aligned, the contexts facilitate the exercise of effective leadership. This dimension of identity has been prominent in the diversity literature, but has not been studied in the leadership literature.

Interface of diversity and leadership

As the U.S. population becomes increasingly diverse, attention to the complex and multiple dimensions of diversity is essential to our understanding of leadership. Issues of race, ethnicity, gender, sexual orientation, and ability status invariably influence all aspects of our daily lives including the exercise of leadership. NCSPP convened a Leadership Task Force in 2002; Baca's report summarized the extant models of leadership and concluded that most are dominated by hierarchical models. The task force report identified feminist models and cross-cultural models of leadership as reflecting emerging perspectives that are more inclusive of historically marginalized groups, and incorporating values of inclusion, empowerment, and collaboration. The report also recommends *pluralistic models of leadership* that call for "broad participatory decision-making style characterized by collaboration, power-sharing and communication that makes diverse perspectives on leadership validated, articulated and visible to the larger community". Yet, current theories of leadership are largely inadequate or silent in addressing the interface of diversity and leadership, and the importance of addressing race, ethnicity, gender, sexual orientation, or ability status in the exercise of leadership.

Feminist Leadership

Chin, Lott, Rice, & Sanchez-Hucles, (2007) examined feminist models of leadership and found that core values of collaboration and inclusion characterize the styles of feminist women leaders. Feminist leaders also aspire to be transformational in the exercise of leadership, and seek leadership roles to pursue social justice or moral goals. Many feminist leaders, however, do not view themselves as leaders, and often feel constrained by gender role expectations in their exercise of leadership. These views are consistent with those of popular wisdom and women's self reports which often identify distinct leadership styles for women leaders. Porter & Daniel (2007) define feminist leadership as transformational in nature, seeking to empower and enhance the effectiveness of one's team members while striving to improve the lives and social conditions of all stakeholders including those indirectly affected, such as consumers and other members of society. A feminist leader: 1) is informed by social context...and to the paths for their empowerment and effectiveness; 2) pays attention to social context, which requires flexibility, reflexivity, and the ability to understand multiple perspectives rather than engage in dichotomous thinking; 3) assumes responsibility for her actions and requires accountability of her and others characterized by mutual respect, clear communication, and the promotion of ethical action; 4) fosters inclusion of diverse groups within organizational structures that encourage diverse perspectives; 5) attends to power and boundary issues as well as the relationship of language to the social construction of gender, race, class, and ethnicity, sexual orientation and disability; and 6) facilitates ongoing self-examination, learning, and professional development in self and others.

Drawing from the diversity literature, multiple and intersecting identities are now viewed as characterizing the identity status of diverse individuals (Chin, in press). Leadership status becomes but one dimension of self-identity. It is inevitable that all dimensions of self-identity interact; this is true for both leaders and followers in which the exchange is influenced by stereotyped expectations associated with race, gender, and other identity dimensions. Moreover, for diverse leaders, it is often not the differences in what they do as much as it is the different experience they face when they lead; the context is different. Given the tendency to view traits held by women and racial/ethnic minority groups as negative or deficient, it is important that models of leadership identify the strengths and resiliency that enable diverse leaders to be effective leaders.

The importance of global interdependence links individuals, countries, cultures, and organizations in ways that that influence the conduct and interpretation of leadership. As shown by the GLOBE study of leadership in 62 societies (House, Hanges, Javidan, Dorfman, & Gupta, 2004), the aspects of leadership that are most valued vary across nations and regions. Leadership dimensions and leadership attributes (e.g., charisma/value, performance orientation) are identified to characterize countries and cultures at an organizational level, and conclude that cultural dimensions (e.g., collectivism-individualism, gender egalitarian, distance to power) do contribute to effective leadership. However, the relationships are complex and interactive with both cultural variation and cultural specific dimensions of leadership. While comprehensive in scope across cultures and nations, and focusing on meta-analyses of leadership and cultural dimensions, the GLOBE studies assume homogeneity within countries and

cultures. This does not characterize the U.S. population where immigration has been central in contributing to diversity and growth of the population within the U.S.

Changing demographics are fostering an examination of how leadership theories intersect with dimensions of diversity. As other critics have maintained (e.g., den Hartog & Dickson, 2004; Hofstede, 1993), leadership theories have had a North American bias that has influenced the individual traits and behaviors studied. As leadership theories become more inclusive and integrative, they have more potential to take into account diverse dimensions of individual identities and contexts, organizational cultures and subcultures, and the relations between leaders and a wide range of followers. Theories should also consider organizational values, visions for transformational change, and ethical principles, all of which themselves reflect cultural values (Ciulla, 2004).

Contemporary leaders often emphasize the empowerment of followers to achieve a common vision. These contemporary cultural models of good leadership are less masculine than earlier models and are at least partially consistent with feminist visions of good leadership (Chin, Lott, Rice, & Sanchez-Hucles, 2007). In fact, the transformational model of good leadership (Avolio, 1999) appears to be infused with a good deal of cultural feminism.

Reexamining Dimensions of Leadership

In today's global and diverse society, emerging models of leadership have become more value driven, ethics based, and social change oriented. Leadership dimensions are being reexamined as feminist models emphasize collaboration and egalitarian over command and control, and racial/ethnic minority raise concerns of

exclusiveness and access. With more varied environments and contexts, leaders and followers will have qualitatively different experiences than those in culturally homogeneous environments.

Collaboration

The use of a collaborative process is increasingly viewed as important to effective leadership. Segal, Goldsmith & Belasco (2003) describe partnering as the new face of leadership where building partnerships inside and outside the organization is essential to successful leadership. This has also been described as use of a person orientation over task-orientation, with women viewed as having an advantage (Bass & Avolio, 1994; McGregor, 1985). In studying gender differences and leadership behavior, the findings are unclear as to whether or not common female traits of interpersonal connectedness make them better leaders than task oriented traits associated with men, i.e., the feminine advantage. A problem has been the simplistic approach used to stereotype men and women just as it has for racial/ethnic minorities. In general, U.S. society has been accustomed to expecting Anglo men in leadership roles, i.e., male dominated contexts, leading to discomfort when diverse leaders enter these roles or unrealistic expectations that they behave in a manner typical of Anglo males.

Power

Leadership implies a relationship of power — the power to guide others. David McClelland (1975) studied the psychology of power and achievement, and saw leadership skills, not so much as a set of traits, but as a pattern of motives. He claimed

that successful leaders will tend to have a high need for power, a low need for affiliation, and a high level of what he called activity inhibition (i.e., self-control). The exercise of power, balance of power within a system, and who holds the power, decision, and influence are important dimensions of leadership. Sometimes one can readily and definitively identify the locus of leadership, while in other circumstances, it remains obscured.

Emphasis on power has fallen into disfavor with a shift from power to empowerment where the leader places power in one's followers. Early studies on leadership styles studied authoritarian vs. democratic leadership styles; emerging models have shifted to "shared power" and the "servant leader" as characteristic styles of the modern leader. The research has not yet examined how the use of power by leaders is mediated by race, ethnicity, gender, and disability status. For example, feminist leaders prioritized social justice motives over power motives as the reason for seeking leadership positions. Nor has the research examined how more collaborative and collective cultures influence how leadership is exercised although this is beginning to occur. For example, non-Western businesses internationally have begun to shift from merely adopting Western theories and practices of management to cherishing their unique social and cultural factors while using and revising applications from Western theories of management (Kao, Sinha, & Wilpert, 1999).

Authority and Culture

The exercise of authority is one dimension of leadership. Autocratic theories of leadership are more consistent with paternalistic notions of leadership as during Roman

times based on command and decision. Feminist thinking, on the other hand, dissent from these patriarchal models and posit more emotionally responsive, consensual empathetic guidance and matriarchal notions of leadership. At the same time, while Confucianism within Asian cultures is also patriarchal, Asian views of leadership emphasize virtuous living, extol the ideal of the (male) scholar-leader and his benevolent rule within a tradition of filial piety. These notions of benevolent authority add a different dimension to more western conceptualizations of authority and power, which are often associated with oppression.

Values and ethics

Women's leadership is often characterized by collaboration, participation, communication, and nurturance; all imply caring for other people. Women often view their ascension to positions of leadership as a means of reaching organizational ends; this focus can be shifted to represent the underlying *values* expressed in those means. The ethics underlying the "means" of leadership are consistent with the ethic of care revealed in women's career choices and their desire to help others (Fine, 2007). The narratives of women leaders collected by Fine (2007) suggested that women discursively constructed leadership through a *moral discourse of leadership* that emphasized (1) leading in order to make a positive contribution in the world, (2) collaboration (3) open communication, and (4) honesty in relationships.

Leadership as a Competency

Leadership as a competency in professional psychology is grounded in two landmark documents: the Benchmarks Competency Workgroup of the American

Psychological Association (2007), and the Competency Developmental Achievement Levels developed by NCSPP (2007). Both documents include leadership under a management/supervision competency for the preparation of professional psychologists.

The Management/Supervision competency of the Competencies Benchmark workgroup includes leadership as a component with a basic understanding of leadership and management as an essential component in assessing readiness for internship, and the ability to demonstrate leadership skills and abilities, business knowledge, management and supervisory skills as essential components in assessing readiness for entry to practice.

Management includes activities that direct, organize or control the services of psychologists and others offered to the public (Bent, Schindler, and Dobbins, 1992). Management includes understanding of and effective functioning within organizations, understanding financial management and strategic planning, and influencing public and organizational policy (2007). It includes “health care leadership and advocacy,” which refers to the roles and functions associated with managing programs or organizations as well as influencing organizational, governmental and societal values and policies in the health care arena.

Competencies are operationalized by specific tasks and outcomes under the dimensions of knowledge (K), skills (S), and attitudes (A) which can be measured. Under leadership, the knowledge base includes an understanding of the healthcare system, the impact of reimbursement on services, knowledge of models of leadership/management, knowledge of leadership and management roles which become increasingly specific resulting in the 1) ability to take part in developing or changing

public policy, 2) ability to apply research findings to suggest changes in organizational policies and planning, and the 3) beginning ability to provide leadership in program planning and development.

Specific skills important to the exercise of leadership in professional psychologists include:

- 1) Policy making and Advocacy
- 2) Strategic planning
- 3) Critical thinking
- 4) Decision making
- 5) Managing people
- 6) Supervision and Administration
- 7) Budgeting and funding
- 8) Organizational culture and systemic issues

Attitudes include an openness to and interest in advocacy toward developing or changing public policy.

Leadership for the 21st century: Future of Psychology

While power and authority strongly influence the way in which leadership is exercised, the preparation and training of psychologists for leadership roles needs to offer role choices and modeling for what good leadership is. Leadership is not just value, but also a skill. The ability to provide a vision, to be strategic and transformational, and to

motivate and persuade change are some characteristics identified for the leader of the 21st century.

Global Leadership

Heames and Harvey (2006) take an in-depth look at the profiles of executive skills and competencies chronicled across seventy-five years since the beginning of the 20th century. In examining the backdrop of management philosophy changes, the executive of today in the 21st century evolves from the demands of an agrarian to an industrial society, and then from the production of goods to one of providing services within an international and virtual community. In this new millennium global marketplace, the McCall and Hollenbeck (2002) empirically based qualitative study conducted interviews with over 100 global executives lead to the following list of competencies: 1) open-minded and flexible in thought and tactics; 2) cultural interest and sensitivity; 3) able to deal with complexity; 4) resilient, resourceful, optimistic, and energetic; 5) honest and authentic; 6) possess stable personal life; and 7) value-added technical or business skills (p. 35).

The multinational, multicultural dimensionality of today's organizations requires leaders to be global in focus, and sensitive to respecting people from around the world and from very diverse backgrounds, beliefs, and mores. This means becoming culturally literate and transculturally competent in a global world. A shift toward transformational styles, leadership vision and promoting social change is common, and one that embraces the values and concerns of diversity. The growing interdependence, collaborative and shared accountabilities among different groups highlight the importance of team

approaches over individual solutions to leadership. With a growing emphasis on multiculturalism, global citizenry, diversity, and multiple perspectives, leadership is increasingly viewed as inclusive, empowerment, and collaborative. Central to that is the inclusion of personal narratives of the leader and how they align with the expectations and hopes of the followers. Barrett (2005) describes building new theories as a way of describing what is, analyzing what is described, developing a vision for where to go, and identifying the strategies for implementation.

Transformational Leadership

Research on leadership suggests that transformational styles of leadership and authenticity are desirable for today's leader in a global and diverse society. This includes leadership vision, embracing the values and concerns of diversity, and promoting social justice goals. The growing interdependence, cultures of collaboration, and shared accountabilities among different groups highlight the importance of team approaches over individual solutions to leadership. With a growing emphasis on multiculturalism, global citizenry, diversity, and multiple perspectives, effective leadership is increasingly viewed as inclusive, empowering, collaborative, and authentic. The multinational, multicultural dimensionality of today's organizations requires leaders to be global in focus and sensitive to respecting people from around the world and from very diverse backgrounds, beliefs, and mores. This means becoming culturally literate and transculturally competent in a global world, with a growing focus on complexity and multidimensionality in today's world.

If leadership is to meet the needs of a changing world, it must be interactive, dynamic, and contextual. Leader and group identities need to be aligned, and an understanding of group dynamics and the psychology of differences must inform the exercise of leadership. One might consider the following dimensions toward more inclusive models of leadership:

- 1) Use collaboration as a process that draws on the relational aspects of women and collective characteristics of non-Western cultures.
- 2) Understand the importance of contexts in weighing how the zeitgeist of historical and contemporary contexts drives what followers or a group wants from its leader. The fear of violence and rise in terrorism has meant that people want a leader who can make it feel safe. During economic downtime, that is, depression, fear of job loss, people want a leader who will guarantee prosperity or identify a suitable enemy, that is, scapegoat.
- 3) Align leader and group identity toward multidimensionality and difference. During times of crisis, people are insecure and seek leaders who will build their identity and self-worth. The ideal leader will value differences, and avoid building this identity and self-worth of many at the expense of few, that is, marginalizing groups, creating out-groups, dehumanizing those who are different.
- 4) Promote inclusion to empower all members, to ensure that all voices are heard, and to address the needs of all groups.
- 5) Exercise transformational leadership, that is, have a vision for change, be values based to promulgate social justice goals, and subscribe to ethical principles and integrity in the conduct of leadership.

Leadership as Vision

Many definitions of leadership involve an element of vision —providing direction to the influence process, oriented toward achieving a future desired state for the organization, and energizing to followers. This has been central to transformational leadership styles, and requires the leader to communicate the vision to the followers such that the followers will adopt the vision as their own. This has also been used to distinguish between management and leadership as well as allowing for a reciprocal relationship between leadership and management—an effective manager should possess leadership skills, and an effective leader should demonstrate management skills. The distinction between the two is that: Management involves power by position; leadership involves power by influence (Bennis, 1989).

If we are to advance toward more inclusive leadership theories, we might also examine how vision of the leader is syntonic with the zeitgeist of both the organization and the times, and these interact with dimensions of diversity. We might examine how and when follower biases might detract from an ability to embrace the vision put forth by a leader. Moreover, we might examine the influence of leader identity (at multiple levels) and difference in helping to shape the roles of visionary leaders.

Leadership as Change

Leadership for NCSPP includes a vision, strategic planning, and promoting change. Toward that end, some questions follow to identify areas in which professional psychologists might engage toward transformational change.

- How do we use psychology to promote social change and address problems of contemporary society?
- How do psychologists become thought leaders and advocates for social justice issues?
- Who do we train and how do we train professional psychologists today?
- What are the goals, objectives, and issues for a NCSPP agenda? Internship imbalance?
- How do psychologists form alliances to define and transform the profession? We don't do it alone.
- What are the new and emerging roles for professional psychologists in primary care, forensic, schools, and corporate settings as administrators, consultants, and senior management?
- How does doctoral training distinguish and prepare psychologists for leadership roles?
- What skills are needed for psychologists to be competent in becoming effective leaders?
- Are there different and flexible structures to train psychologists for working in a global and diverse society? Do options for extended part-time time internships, part-time graduate study, or distance learning offer similar pathways to training competent and qualified psychologists?
- What about the changing face of psychology? How do we go beyond parity in achieving diversity goals?

- What is the personal and social responsibility of psychologists to serve society as responsible citizens?
- What are the ethics and values that govern the roles of psychologists toward achieving these ends?

Acknowledgments

The 2009 NCSPP Midwinter Conference could not occur without the dedicated efforts of many. In particular, the Conference Planning Committee was instrumental in planning the conference. They include: Linda Shelton-Garcia, CAPIC, Co-Chair; Robert Mendelsohn, Adelphi University, Co-Chair; Natalie Porter, CSPP, Alliant International University; and Gideon Kim, Student, Adelphi University.

The development of a Leadership Toolkit was chaired by Amanda Kim of the Chicago School of Professional Psychology. Gilbert Newman of Wright Institute chaired the Leadership Competency Workgroup, and Jim Dobbins of Wright State University chaired the Diversity Blueprint Workgroup and the Past-Presidents' Forum. Louise Baca worked with students. Janet Schultz chaired the Website Redesign Ad Hoc Committee.

References

- Assessment of Competency Benchmarks Work Group: A Developmental Model for the Defining and Measuring Competence in Professional Psychology, June 2007
- Avolio, B. J. (2007). Promoting more integrative strategies for leadership theory-building. *American Psychologist*, *62*, 25-33.
- Avolio, B. J., Gardner, W. L., Walumbwa, F. O., Luthans, F., & May, D. R. (2004). Unlocking the mask: A look at the process by which authentic leaders impact follower attitudes and behavior. *The Leadership Quarterly*, *15*, 801-823.
- Bennis, W. (1989). *On Becoming a Leader*. New York: Addison Wesley.
- Bent, R., Schindler, N., Dobbins, J., Davis-Russell, E., Edwall, G., Polite, K., Stringer, D., & Stricker, G. (1992). Management and Supervision Competency. In R. Peterson, J. McHolland, & R. Bent (Eds.), *The Core Curriculum in Professional Psychology*, (pp. 121-126). Washington, DC: American Psychological Association.
- Burns, J. M. (1978). *Leadership*. New York: Harper Torchbooks, p. 2.
- Competency Developmental Achievement Levels (DALs) of the National Council of Schools and Programs in Professional Psychology (NCSPP). Approved by the membership on August 15, 2007 for inclusion in the NCSPP education and training model in professional psychology.
- Chin, J. L. (In press). *Diversity in Mind and in Action*. Westport, CN: Praeger Press.
- Chin, J. L., Lott, B., Rice, J. K., & Sanchez-Hucles, J. (Eds.). (2007). *Women and leadership: Transforming Visions and Diverse Voices*. Malden, MA: Blackwell.
- Ciulla, J. B. 2004. Ethics and leadership effectiveness. In J. Antonakis, A. T. Cianciolo,

- & R. J. Sternberg (Eds.), *The nature of leadership* (pp. 302–327). Thousand Oaks, CA: Sage.
- Dansereau, F., Graen, G., & Haga, W. J. (1975). A vertical dyadic linkage approach to leadership within formal organizations: A longitudinal investigation of the role making process. *Organizational Behavior and Human Performance*, *13*, 46-78.
- Den Hartog, D. N., & Dickson, W. (2004). Leadership and culture. In J. Antonakis, A. T. Cianciolo, & R. J. Sternberg (Eds.), *The nature of leadership* (pp. 249-278). Thousand Oaks, CA: Sage.
- Dovidio, J. F. & Gaertner, S. L. (1996). Affirmative action, unintentional racial biases, and intergroup relations. *Journal of Social Issues*, *52*, 51-76.
- Eagly, A. H., & Carli, L. L. (2007). *Through the labyrinth; The truth about how women become leaders*. Boston, MA: Harvard Business School Press.
- Eagly, A. H., & Karau, S. J. (2001). Role congruity theory of prejudice toward female leaders. *Psychological Review*, *109*, 573-598.
- Erkut, S. (2001) *Inside Women's Power: Learning from Leaders*. Wellesley, MA: Wellesley Centers for Women.
- Fiedler, F. E. (1967). *A theory of leadership effectiveness*. New York: McGraw-Hill.
- Fine, M. G. (2007). Women, Collaboration and Social Change: An Ethics-Based Model of Leadership. In Chin, J. L., Lott, B., Rice, J. K., & Sanchez-Hucles, J. (Eds.). (2007). *Women and leadership: Transforming Visions and Diverse Voices*. Malden, MA: Blackwell.

- Gerstner, C. R., & Day, D. V. (1997). Meta-analytic review of leader-member exchange theory: Correlates and construct issues. *Journal of Applied Psychology*, 82, 827-844.
- Graen, G. B. (2003). Interpersonal workplace theory at the crossroads: LMX and transformational theory as special cases of role making in work organizations. In G. B. Graen (Ed.), *Dealing with diversity: A volume in: LMX leadership: The series* (pp. 145-182). Greenwich, CT: Information Age Publishing.
- Graen, G. B., & Uhl-Bien, M. (1995). Relationship-based approach to leadership: Development of leader-member exchange (LMX) theory of leadership over 25 years: Applying a multi-level, multi-domain perspective. *Leadership Quarterly*, 6(2), 219-247.
- Halpern, D. F., & Cheung, F. M. (2008). *Women at the top: Powerful leaders tell us how to combine work and family*. NY: Wiley/Blackwell.
- Heames, J. T. & Harvey, M. (2006). The evolution of the concept of the 'executive' from the 20th century manager to the 21st century global leader. *Journal of Leadership & Organizational Studies*, Winter 13(2), 29(13)
- Heilman, M. E., Block, C. J., Martell, R. F., & Simon, M. C. (1989). Has anything changed? Current characterizations of men, women, and managers. *Journal of Applied Psychology*, 74, 935-942.
- Hersey, P. & Blanchard, K. H. (1969) Life cycle theory of leadership. *Training and Development Journal*, 23, 26-34.
- Hersey, P., Blanchard, K.H, and Johnson, D.E. (2007) Management of Organizational Behavior: Leading Human Resources. New York: Prentice Hall.

- Hofstede, G. (1993). Cultural constraints on management theories. *Academy of Management Executive*, 7, 81-94.
- House, R. J., Hanges, P. J., Javidan, M., Dorfman, P. W., & Gupta, V. (Eds.), (2004). *Culture, leadership, and organizations: The GLOBE study of 62 societies*. Thousand Oaks, CA: Sage Publications.
- House, R.J. and Mitchell, T.R. (1974). Path-goal theory of leadership. *Contemporary Business*, 3, Fall, 81-98.
- Kao, H. S. R., Sinha, D., & Wilpert, B. (1999). *Management and Cultural Values: The Indigenization of Organizations in Asia*. Thousand Oaks, CA: Sage Publications.
- Kouzes, J. M. & Posner, B. Z. (2002). *The leadership challenge*. San Francisco: Jossey-Bass.
- Lewin, K., Lippit, R. and White, R.K. (1939). Patterns of aggressive behavior in experimentally created social climates. *Journal of Social Psychology*, 10, 271-301
- McCall, M.W., & Hollenbeck, G.P. (2002). *Developing global executives: The lessons of international experience*. MA: Harvard Business School Press.
- McClelland, D. C. (1975). *Power: The inner experience*. New York: Irvington.
- Miner, J. B. (1993). *Role motivation theories*. New York: Routledge.
- Porter, N. & Daniel, J. H. Developing Transformational Leaders: Theory to Practice. In Chin, J. L., Lott, B., Rice, J. K., & Sanchez-Hucles, J. (Eds.). (2007). *Women and leadership: Transforming Visions and Diverse Voices*. Malden, MA: Blackwell.
- Rhode, D. L. (2003). *The Difference "Difference" Makes: Women and Leadership*. Stanford, CA: Stanford University Press.

Segil, L., Goldsmith, M. & Belasco, J., (Eds.). (2003). *Partnering: The new face of leadership*. NY: Amacom.

Steele, C. M. (1997). A threat in the air: How stereotypes shape intellectual identity and performance. *American Psychologist*, 52, 613-629.

Terry, G. (1960). *The Principles of Management*. Homewood, Ill: Richard Irwin Inc, pg 5.

Vroom, V. H. & Jago, A. G. (2007). The role of the situation in leadership. *American Psychologist*, 6(1), 17-24.

Past Presidents' Dialogue on Leadership

Past Presidents Dinner Meeting

Raddison Hotel

Boston, Massachusetts

Summer 2008

Moderated and Transcribed by
James E. Dobbins, Ph.D., Wright State University
Immediate Past President NCSPP

The Past President's Dinner is an annual event that takes place at the Summer Meeting. All of the past presidents of the organization are invited to the dinner along with current members of the Executive Committee. The topic for the meeting is usually set by the President-Elect as guidance for the upcoming issues that the organization faces in the near or distant future. At this year's dinner Jim Dobbins suggested to Jean Chin that this year's dinner might be used to not only discuss issues relevant to the future, and to additionally record this dialogue and to excerpt it as part of the Leadership Tool Kit that is one of Dr. Chin's products for the Mid Winter Conference. In completing this document there were several revisions and lively discussion about its utility and format. Dr. Petersen, Dr. Hutchings, Dr. Winfrey, Dr. Crossman, Dr. Morrison and Dr. Kenkel provided much needed editorial assistance for this project. This was truly a group effort.

Attendees:

The attendees at this dinner included the following past presidents: Joe Bascuas, Cynthia Baum, Kathi Borden, Raymond Crossman, Philinda Hutchings, Mary Beth Kenkel, Andrea Morrison, Roger Peterson and La Pearl Logan Winfrey. The Executive Committee members were James Dobbins, President (at that time); Jean Chin, President Elect, Kathleen Malloy, Secretary; Kathleen Gathercoals, WIC Chair; and Sukie Magraw, GLB, Chair, Cheryl Rothery-Jackson, ERDC, Chair.

The discussion was framed in terms of a series of questions that also frame the 2009 Mid Winter Conference. Leadership Defined and Leadership Exemplified are the core issues in this discussion and in the hoped for outcomes of the conference. This presentation will not identify individual voices but attempt to synthesize the core concepts of individual voices and the consensus of the group were clearly indicated in the recorded dialogue.

How do you define leadership?

How do we train students for leadership?

How can we prepare the organization for leadership in the field?

The Transcription Method:

The dialogue lasted for approximately an hour and a half. Because the recording also took place over dinner a video or audio was not the best option for acoustics and so a transcript was decided. This allowed the participants greater freedom and spontaneity in their comments.

This is not a verbatim transcript. With the exception of some historical names and the names of the discussants, material was removed if it tended to identify third parties, schools programs or other entities in psychology so as to focus more on the board issues as opposed to individual models of training. The group felt that it was important to convey consistency in terms of the key content in the dialogue and the scope of same or different content as presented by the various discussants. The dialogue is transcribed chronologically and sequentially, speaker by speaker. The only exceptions were when others interjected in close dialogue such that some of those comments were either deleted as non-essential (because they were simply jocular or affirmative comments) or they were placed later in the sequence of comments, in which there was very little if any loss of connotation or denotation.

It should be assumed that each new paragraph or sentence represents new input offered by a different person. Usually the participants build upon each others previous ideas or concepts. Where this did not occur, the participants or the moderator was careful to try to preface a departure from the topic at hand.

The Dialogue:

The progression of the dialogue is segmented by the three main questions introduced above and by additional facilitating questions asked by the moderator or members at this past presidents' dinner. All questions from the moderator or other discussants are recorded in bold print. The first two main questions on definition and teaching leadership were blended within the dialogue in such a way that they are treated as a combined question in the first part of the transcript. That combined question is presented as follows:

MODERATOR: How do you define leadership and train students for leadership?

Dr. Bascuas

Leadership has a lot to do with the metaphor of "finding your voice" and using it across many contexts, i.e. professionally, personally, organizationally, and in terms of training students. It is difficult to take students who often come in like sponges and teach them this aspect of their professional identity and style. They often want to parrot what has been said but it is a process to teach them that they have their own voice and that they should learn how and when to use it.

Dr. Peterson

There may be more than one kind of leadership. Some people have a good process voice, others an intellectual voice and still others can organize to get work done. These are different pieces of voice and people have to find out what they are good at and find out the influence of their voice. We do this for ourselves and we also have to help students find their way in this regard.

Dr. Crossman

Vision and execution are key issues for leadership for NCSPP and for our students. Vision is opportunity space in which to think big. In NCSPP, we need to look beyond the

daily business of the organization to look at the big questions differently. Issues such as internship and accreditation need this kind of vision. As an organization, we then need to pay attention to execution in leadership. We need to put new things in place so that we are disciplined about the execution of liaison activities, strategic planning, and making social change happen. The vision has to be translated in our programs, for our students, so that our curriculum is related to leadership behaviors.

Dr. Winfrey

In addition to voice, vision and execution the efforts of the organization must be orchestrated so that all of the instruments play together in ways that get others involved with the vision, process and the product. The leader is the conductor who has a unique set of skills or voice directed toward the accomplishment of a critical issues or tasks. The leader must also be able to mobilize and energize people around those issues and tasks. Someone who can do things by themselves is not a leader. They must get others involved in agreed upon goals. Getting students on board with this agenda is not always easy, largely because students do not necessarily come to our programs expecting to be trained as leaders or to take on leadership roles. Changes in the landscape of mental health and behavioral health care demands that we take on leadership roles, as to not take on such leadership may mean that we will not be around much longer. We have to pay attention to the unique things that we do as psychologists such as broad based training in regard to settings as well as populations served. This broad training includes a curriculum that expands across the biological, social and cognitive bases of behavior, history and systems of thinking, and research methods. We train in the use of diversity as a content domain as well as assessment, intervention and evaluation methods. Our curricula emphasize theoretically based training, and many different applied aspects of behavioral and mental health training. However we do not portray these strengths of our model very well in terms of a leadership role within and outside of psychology. This message is not out there is such a way that our students come into our programs with an awareness of how psychology is different in leadership from other professional groups and eager to take on some of these roles.

Dr. Morrison

There are times where we definitely put our students in situations where there is an expectation of leadership. They have to use their skills to have influence with others. We put them on vertical teams for example and expect those at higher levels to model and become resources for those at lower levels of the team. We expect them to learn how to use power to get a task done that involves others. Yet in many of our curricula there is little to nothing about leadership. The question is should we train our students for leadership and why should we?

Dr. Hutchings

Leaders set the vision, develop the vision, operationalize that vision into goals and objectives and then motivate people to work toward and accomplish the vision, goals and objectives. I do not know if we train our students in a particular model of leadership, but we have a number of on the job training activities that lead them toward leadership competencies. We ask them to join organizations like APAGS, and to become

representatives, liaisons and leaders in state organizations, or to represent their schools in the community to accomplish important aspects of the schools Mission. We do not always tell them because it might actually scare them if we told them we were training them for leadership. Leadership training is often on the job training. For me, there was no home work or readings, it was not planned and it was not in the curriculum. That is how I learned how to do it.

Dr. Baum

In adding another piece to what has already been started, leadership is vision and execution. It is voice and more so passion related to voice and execution. Finding the things that mean something to you, or finding where you can make a difference in people's lives, in an organization or something else, is where you can see that kind of passion. One of the things that is extraordinarily positive about being a psychologist, is that the skills that we get are translatable into so many opportunities, situations and skills. **So what is therapy if not a basic metaphor for leadership...individual, group, whatever?** As psychologists we help others see the possibilities, set a vision, with goals and objectives, and motivate them to work on those objectives. If this isn't a microcosm of the way that we train people to do psychology, every day of their career, we have missed a fundamental operational definition of leadership. I think that it is enormously positive that we can do these things. Maybe the piece that is missing is taking the step back and saying that in some ways these are translatable and parallel skills. It is important to help students know that this is a very small scale of what they can do on an individual basis, on a daily basis, in your schools, other organizations and in various communities.

Dr. Morrison

To build on that, at my institution when we had our first accreditation, our leader wanted us to have a discussion with the students to get us on the same page. I had just ordered tee shirts and as the discussion got tense I got out the tee shirts and helped people to get excited about the program and the accreditation process. It all went well with a lot of enthusiasm and people went away feeling great. As the situation was debriefed we discussed that this was not a time for sharing anxieties, but a time for leadership. One essential parts of being a leader, beside all the important things that have been mentioned, is helping people find something authentic in themselves, that feels good, and powerful. You can not force leadership and you may not be able to teach it but something about being a leader helps you inspire it and helps individuals to define that place within themselves.

Dr. Baum

Right! Even if the place within themselves is not where you are at the moment, or if the place within themselves is a different place.

Dr. Kenkel

I think that is the key. When you talk about motivating others and using our skills as a psychologist, a part of the skill of a good leader is seeing the needs and wants of the followers. Sometimes they may not know what the needs and wants are. The leader must find out what those needs and wants are pretty quickly and connect them to a path to

accomplish the vision so that there is clear path for how to fulfill those needs and wants. That is where you get your followers on your team behind you. Barack Obama is so good at that. As an inspirational leader, he knows that the needs of people include wanting a different way of doing business out there. So people are coming around to his leadership.

MODERATOR: Part of being a leader is seeing the organizational needs and creating a context for meeting the needs. But what I was listening to and thinking about is **what if you have vision, but you do not have a motivated people who do not want to follow. Does that not make you a leader?**

Dr. Baum

You have to motivate them. You have to talk to them about your vision

Dr. Kenkel

And you have to talk to them about their vision.

Dr. Crossman

It's a comment on the leader more so than the followers.

Dr. Winfrey

Finding common ground and moving forward is a central part of the task.

Dr. Morrison

In regard to motivating others, I go back to importance of passion for getting people on board. Your passion is hopefully authentic in terms of trying to articulate the vision. That it will not be in my own self interest or nefarious motivation, but the vision is coming from some place where there is common ground and we can all see the need for the vision in order to help people move forward. And therefore under those circumstances it is hoped that participation becomes easier.

Dr. Bascuas

Somewhat recently, I read in the New York Times (I forget the context) that the effective U.S. presidents have first won the peoples hearts and then their minds. I think that is very true of leadership. And to some degree that may answer the question about why they do not know that they should be following. I think that if you win their hearts that their minds and every thing else will follow. I think that Obama may be a very good example of that, today, and Kennedy and Reagan certainly did that also. They have all been the effective leaders who have won people hearts, then the minds, and rest of their accomplishments followed.

Dr. Peterson

John Adams comes to mind, in that there is sometimes a person-environment fit, in which certain people get it, i.e. how their voice, skills and passion can fit a certain situation that is happening, a particular institution, at a certain time. And at the same time different people are bringing different things to the table. I do not know if some of you watched the recent stupendous TV special on John Adams. It is a great example of how at one period

in times it had to be George Washington who brought a certain set of skills. When John Adams gets a turn he brings a completely different set of leadership skills, as did Thomas Jefferson at another time. All of them were perfectly good.

Dr. Kenkel

I agree with you, and I was thinking that NCSPP as an organization has done a very good job of electing presidents with that in mind. When I look around this room we have different leadership styles. I think that the members instinctively know that there is a time for one style versus another style, ...and I think that that is good and it creates the room for a number of different leadership styles.

Dr. Morrison

I agree, and I tell students you have to think about the opposite to what you are thinking in a clinical situation. It is sort of like that dynamic tension between being like John Adams or Thomas Jefferson that promotes creativity.

Dr. Peterson

Do we really think that everybody can be a leader? I am not sure that I believe that, and nor do I think that every one ought to be a leader. There are people who want to do other things. I don't think that everybody wants to be like us (in this room/in this field)?

Dr. Baum

Yeah, too many cooks in the kitchen (every body laughs)

Dr. Peterson

I wonder in psychology how important it is that people want to be leaders, with all of the Masters level practitioners, what we have to offer our students is the opportunity to be leaders in a different sense than masters level practitioners can be. **So maybe we should be selecting for leadership?**

Dr. Kenkel

But, when you think about the term practitioner or the term practitioner scholar model, is there anything that conveys leadership in those words? Not to me.

Dr. Borden

Well it is out dated in a way... when most of our graduates were practitioners. But now, at least in our region we are losing practicum sites, because these sites no longer have supervisors at those sites. They have Masters level people there and bachelors level people there.

Dr. Crossman

I have to say that I disagree that the term practitioner is a label that is disconnected from the construct of leadership. It does not mean that you are only reading Rorschach profiles or doing direct service. That is the way that many of us have operationalized the term in our curricula. But the term also means "practical" and "hands on," which all great leaders are, because you have to do both the vision and the execution. I also do not know if I

agree with this differentiation between Masters-level and Doctoral-level preparation. One being trained for leadership, and the other for following. I think that we should be clear about what we are preparing our student to do. There is a great deal of diversity among our professional programs in NCSPP. Some are focused on direct service, some much more on systemic work, some more on traditional historical interventions, some are focused on community work.

Dr. Winfrey

But our (NCSPP Training) model was never defined as a direct service model. At our last dinner Ed Bourge spoke to this issue in that he stated that we are training people for professional service not professional practice. One thing about the NCSPP model is that it can be general enough and flexible enough to accomplish a number of things. It becomes basic foundational training so that people can go off and accomplish a number of things, with leadership providing leadership as one of those. We have a competency that talks about management and supervision. In that Competency, supervision is a part of management. Supervision is the more applied side of the competency, and Management, is more about the execution and how you were going to get things done. That was built into our model from the beginning. We weren't training practitioners we were training people in intervention and assessment, which could be applied to the individual, system, or community wide. There is no limit on how or when those competencies can be or should be applied. To the extent that we all have some kind of commitment or adherence to this sort of basic framework of competencies or a set of competencies, those competencies are broadly based. The difference between training people who should be in my opinion leaders and those who are technicians, we are not training in skills only but in KSA around a set of broadly based competencies, which gives you some foundation for having vision, and being able to think about execution and being able to think about also how to motivate people to the goal, getting people on board deciding what the goal. So it is not just about skills development which is too narrow, but what it is that professional psychologists do.

Dr. Peterson

Do you need some sort of special talent to be a leader? I was working on a conference with Don Peterson, having a conversation about how smart you have to be to be a professional psychologist. As distinct from helping people, you do not necessarily have to be that smart to be of help. You can help people as a good person. And so the question I am asking is, **Is this something that is a particular talent or a particular level of skill or ability. Is this something that you can expect of any body?** I don't mean to say that we can't imagine that there are special ways to exercise leadership, i.e., that one can do it on a staff or be an exemplar child clinician, but I am wondering what the nature of the prerequisites are.

Dr. Crossman

I love the Buckingham and Gallop research on this, which is all about how there are so many different ways that this (diversity of leadership) manifests... and that it's available to lead different kinds of systems, to all kinds of different people, rather than exploring ways that it is not available for some people.

Dr. Peterson

So say you are doing your nice COA outcomes and you believe that your program should be providing leaders. Would you be disappointed if they did not find some niche to lead in?

Dr. Crossman

Yes.

MODERATOR: I recall a lecture by Levine while I was at Harvard for a summer management training program. He talked about the attributes of a leader as having a vision, being able to motivate people and then he talked about the psychology of leadership. Paraphrasing, he stated that a leader has to be able to develop a cognitive map for how they are going to take that vision and execute it into an executed product. That cognitive map can be a *flash in the pan* idea or more like a strategic plan, but you got to have that and it has to be articulated in such a way that other people can get on board with that. Another thing that he said, while comparing Martin Luther King and Hitler as leaders, is that effective leaders know how to use symbols to convey their vision and ideas. **By using symbols, if the people can not understand the words they can certainly catch the implications of what the words are supposed to be about. So are those some of the attributes (prerequisites) of what leadership is all about?**

Dr. Hutchings

A very good friend of mine, who is quite the rabble-rouser, is fond of quoting someone, perhaps its *Mother Jones*, “If the people lead the leaders will follow”. I think to some extent leadership depends on the direction that we are all going.

Dr. Kenkel

I am thinking of two dimensions that are talked about group leadership, i.e. task accomplishment and managing the interpersonal aspects of any group, and I think those are two key skills expected of any leader. I do not know if they can be trained ... probably I guess (they could be). I was some what surprised to hear that some of us expect all of your students to be leaders. I do not feel that all of our graduates should be leaders. Why do you feel that way?

Dr. Crossman

Because that is a particular outcome of our model of training that we are calling out for programs at the Adler School, but not for all NCSPP member programs.

MODERATOR: How can we prepare the organization for leadership in the field?

What are we envisioning here? What are our cognitive maps? What are the symbols that we can use to get the message out there?

Because this discussion at times used the names of individuals and institutions this part of the discussion it is presented in a topical format in order to maintain focus on the content and not the speaking voices or third parties. The various voices are organized into the following major themes, i.e., **Issues** we currently face, **Strengths** that have sustained NCSPP, **Challenges** to the organizations future, and **Suggestions** for advancing NCSPP as a leadership organization.

Issues	Strengths	Challenges	Suggestions for Change
<p>Continue to development leadership voice for the organization and for Professional Psychology.</p> <p>Clarify our Mission.</p> <p>Strategic Planning</p>	<p>We have been innovative and can continue to be innovative</p> <p>We have leaders in the field and we have done a good job of selecting diversity of leadership so that through their vision and styles diversity has become a strength</p> <p>A demonstrated focus on “quality” was what helped us bridge relationships with others who thought that we were not about quality</p>	<p>Be more consistent with the Mission and message.</p> <p>Do organizational strategic planning with a focus on execution</p> <p>Gain allies and institutional encouragement from other sectors of Psychology governance.</p> <p>Continue to be engage others in dialogue, especially those who we do not often talk to</p> <p>Be more willing to call it when programs are not performing to our standards</p>	<p>Take credit for what we have contributed such as the G&P language that still stands today.</p> <p>Use the upcoming combined conference to get the message out about our position on internships, etc.</p> <p>Plan conferences two to three year out based on organizational development plan as opposed to the president’s conference theme</p> <p>Assert the perspective that Psychology needs what we have to offer</p> <p>Avoid the tendency to become too insular personally or organizationally</p> <p>Think about what our positions are</p>

			<p>and what those issues are that we can carry forward</p> <p>We have to get back to the core of what this organization is all about and focus on what this organization is good at doing.</p>
<p>Slippage in leadership position</p> <p>Training the next generation of leaders</p> <p>The vision should not be too narrow</p>	<p>We have competitive students and able faculty, an effective model of training and a documented history of leadership</p> <p>The competencies are a broad set of guiding principles for professional practice training not just mental health services.</p> <p>The publication of books and articles is a past strength, but may not be our enduring strength</p> <p>We were fighting a common enemy in the beginning which created a</p>	<p>We are not having critical conversation with other groups in enough places.</p> <p>Figuring out what our vision and our passions is, and narrow it sufficiently so that we can execute and accomplish it, and train the next generation of leaders to do it.</p> <p>We would be naive to not recognize that the environment has changed. And it is not the same environment that this organization was founded in.</p> <p>The self-study results suggest that the organization does not</p>	<p>We have to find a way to approach the full array of fears that are out there</p> <p>Invite people to dialogue and help those people to have an enlightened perspective.</p> <p>It would be interesting to find out empirically what NCSPP stands for in the public eye.</p> <p>Books and articles like the ones that have been published over the past two to three years are needed on a more consistent basis.</p> <p>We should have three years of conference themes laid out in advance.</p>

<p>It is alright to disagree but it has possibly become taboo in this organization to disagree or to say that some things are more important than others. At some point the culture became, “everything is Okay and we are not going to disagree with any one”.</p> <p>Sometimes the group has not been willing to say is that the group has had really good (training) programs and really bad programs</p>	<p>strong sense of unity.</p>	<p>have much of a stomach for a focused strategic planning.</p> <p>There is inevitable factionalism that happens within any organization. There are the old programs, the new programs, the free standing programs, the religious programs and the for-profit programs, and all of them quite reasonable have an agenda. That is the nature of an aging group, but it takes away from the central focus.</p>	<p>The focus should be quality education in professional psychology. We have to pay more attention to our central focus if we want to grab control.</p>
<p>How can NCSPP Advance its mission inside and outside of the organization</p> <p>Developing the vision</p>	<p>NCSPP has a Mission</p> <p>Build on the foundation that has been laid. It is a good foundation.</p>	<p>Keeping the Mission before the delegates and in the public awareness</p> <p>Framing goals and objectives that are achievable taking into account the membership nature of our organization.</p>	<p>Make sure that the Mission is read or highlighted at every meeting. Change it if it needs to be updated</p> <p>There needs to be consistent concentration on key things. In the past it was quality training for clinicians that was not (and still may not be) happening in other types of programs. We should go</p>

	<p>Scholarly dissemination is possible in other training councils, because their model and infra-structure supports it. We may never be strong disseminators</p> <p>We have done incredible things and the organization has grown and we are doing incredible things like the DALs, and going back to one of the things we were leaders in such as Diversity.</p> <p>The Combined Conferences is an example of pushing for (outside) influence. They are occurring because we (NCSPP) pushed for them.</p>	<p>Building success in achieving organizational goals is one way to build empowerment in the organization.</p> <p>We do not have a vision. And, we need to be clear about what we are going to execute and not be unrealistic.</p> <p>But what are our new goals? We need to tell scientists we are not doing your kind of science because we are incapable, but that this is only a part of our model and that we need them to do science that is more meaningful for practitioners.</p>	<p>back to that.</p> <p>Stand for quality, don't be insular, talk to people that are different from us and write stuff.</p> <p>We need the strategic plan, and some clear goals and objectives not just the EC because they have a lot to do, but so the whole organization can be involved in carrying out what those goals.</p> <p>The former leaders were focusing on outside issues. Maybe we need to do more of that.</p>
Maintain respect and integrity among the leadership	Predecessors and current leaders are outstanding in their own right	Making decisions in a membership organization where the members are schools and not delegates who change composition from year to year	Long term planning and help new delegates especially members of leadership to see the big picture - a common vision
Have we become a mature organization? Have we become a part of the establishment,	There are organizations that advocate for everything; there is only one that can and will advocate for professional psychology, that is what NCSPP is and does.	Just like what we know from diversity, when one starts to internalize the dominant cultures values, you lose your own voice.	

<p>“What else can we really be?”</p>			
<p>Leaders need to be mindful that they rely upon and are supported by followers and that without followers leaders are simply loaners marching off into the woods.</p>		<p>Leaders rely upon the trust and service of the followers and they must therefore be trustworthy and they must engender trust and because trust is earned, and support is earned,</p>	

SUMMARY REMARKS

President – Elect’s Closing Comments

MODERATOR: At this time, I would like to ask Jean Chin who has been listening and observing this discussion to make her closing comments.

I listened very hard and I think it was very instructive and informative, I am very glad that I chose the topic of leadership for my conference. I feel like I am both a new comer and an old timer to the professional psychology movement having been involved with MSPP when it got started, and then more recently being involved with Alliant, CSPP and Adelphi. But I think that “focus” is the critical issue. That is the particular issue I appreciated hearing in this dialogue and I do appreciate the honesty of this dialogue. Focus is the one issue that all of you have talked about in many different ways. The focus for NCSPP should be more than just a conference. It should be more than just my things for the year. But what does the agenda mean for NCSPP and for professional psychology as a movement and as a training field that will provide sustained quality.

I appreciate the thoughtfulness that all of you bring, and the historical perspective of that. I certainly intend to continue this tradition. I kept hearing vision and strategic plans, over and over again. There was something that drove NCSPP to begin with, but our context is different and we need to look at it in terms of what does it mean today, not what it was when we originally started. So I take all of these messages with a lot of thought and appreciate what you brought to the table.

Moderator’s Closing Comments

The table above reflects that the NCSPP has need for clarification and branding of our Mission. The NCSPP Mission also needs to be enlivened within and outside of the organization. A vision statement and goals that are operationally defined so that all of the member programs and delegate can help to achieve were mentioned several times. We have multiple strengths as an organization, including our diversity, a model of training that works and competitive students who are lead by excellent faculty. However, an effective Branding of the NCSPP has been lacking as we have been in a mode of reacting to how others perceive us as opposed to maintaining a focus on what makes us unique. We are advised to also focus on executing strategic planning so that we can achieve our goals and achieve common ground with other governance bodies. There was a strong consensus that should be focusing on quality and on the innovations that are germane to our original mission of advocating for practitioner / competency based training. We are reminded to celebrate our contributions to the field and to develop stronger commitment for dissemination of our ideas and products. We should carry a consistent but compassionate message to others who are afraid of us. We should let them know that we stand for the same things they do, i.e. quality training, but times have indeed changed for all of us. The combined conferences provide a place where NCSPP leadership can happen, again, but there is also a role for the individual delegate to commit him self or her self to brightening the corners where each of us is standing. The one issue that we did

not address is what is it that NCSPP can be? This conference be used to further illuminate that vision.

In closing, I thank each and every one of you for coming and being willing to go along with this venture. As I reflect upon the past presidents of this great organization, and I knew all of them personally, except Gordon Derner, I am absolutely humbled. I learned something from each one of you. The song title to describe this learning would be, *"They Can't Take That Away From Me"*. What you have given has really made a difference personally and your leadership has made a difference to the organization. I would not have taken this path had it not been for you helping me to believe that this (presidency) was possible. For you who are new comers to this level of leadership, take your time and grow in whatever way you have to grow. Your leadership will be your leadership, and it must be authentic and it must represent what you want to claim for your vision and the good of the organization and the field. What makes each one of us special is that we are all strong individuals in our own right and in our own way.

I think that this dialogue is great material for the NCSPP organization. I feel as if the membership were all here listening to this dialogue ... as if in a "fishbowl". We will continue to dialogue and take action on behalf of the upcoming conference and for NCSPP's efforts to take the organization to its next level of development.

The readers of this document are guided to the leadership chart below as an overview for where we were as an organization, where we are and as point of departure for where we need to vision and exercise future leadership.

NCSPP Presidents, Meeting Dates, Leadership Themes and Focus				
Name	Year(s) Of Presidency in	Midwinter Conference Location	Summer Conference Location	Mid- Winter Conference Themes and Leadership Focus
Nicholas Cummings CSPP- LA	1976	NA	San Francisco	Organizing the 19 schools of Professional Psychology: Defining the Professional School of Psychology
Gordon Derner Adelphi	1976 -1981	NA	Toronto/New York/Montreal	Free Standing, University-Based and Not for Profit Training Programs: Psy.D. and Ph.D. Training
Don Petersen Rutgers	1981-1983	Lajolla	New Orleans /Montreal	Self Study: Quality Control in Professional Psychology Training
Joanne Callan CSPP- San Diego jecallan@pacific-science.com	1983-1985	NA	Anaheim/Toronto	Quality in Professional Psychology Training / Incorporation of the NCSPP Self Study 1983 -1985 Publication – 1986
Russell Bent Wright State	1985-1987	Mission Bay	Los Angeles/ Washington DC	Standards and Evaluation in the Education and Training of Professional Psychologists
Edward Bourg CSPP- Berkley ebourg@alliant.edu	1987	NA	New York	Standards and Evaluation in the Education and Training of Professional Psychologists Publication – 1987
George Stricker Adelphi geostricker@gmail.com	1988	Puerto Rico	Atlanta	Ethnic/Racial Diversification in Professional Psychology 1989 Publication – 1990
James McHolland Illinois School McHolland@att.net	1989	San Antonio	New Orleans	Shaping our Competencies: Core Curriculum 1990
David L. Singer Hartford	1990	Tucson	Boston	Women’s Issues in Professional Psychology Training 1991
Elizabeth Davis- Russell CSPP – Fresno Davis-RussellE@em.cortland.edu	1991	Bahamas	San Francisco	Mirror Mirror in the Wall: Framing New Models to Evaluate Professional Competence 1992
Ken Polite Chicago kpolite@faithfamily.org	1992	Lajolla	Washington DC	Clinical Training in Professional Psychology 1993
Jules Abrams Widener julesellen@aol.com	1993	Cancun	New York	Innovations in Professional Psychology Education and Practice: Preparing for the New Millinnium

				1994
Roger Petersen Antioch NE rpetersen@antiochne.edu	1994	New Orleans	Los Angeles	Meta Conference: Standards for Education in Professional Psychology 1995
Patricia Bricklin Widener patricia.m.bricklin@widener.edu	1995	Clearwater	Chicago	Innovations in Professional Psychology Education and Practice: Preparing for the New Millennium. 1996
Mary Beth Kenkel CSPP-Fresno mkenkel@fit.edu	1996	San Antonio	Toronto	Collaboration and Integration for Professional Psychology: New Roles and Models 1997
Andrea Morrison Wright Institute amorrisson@argosy.edu	1997	Sante Fe	Chicago	Changing the Profession: Critical Conversations and Social Responsibility 1998
Phil Farber Florida Institute of Tech pfarber@fit.edu	1998	Charleston SC	Boston	New Competencies; Supervision, Consultation, and Administration 1999
Joseph Bascuas Argosy – Georgia	1999	Miami Florida	Washington DC	Joint Conference - CUDCP, Counseling, School, NCSPP 2000
Kathi Borden Antioch NE kborden@antiochne.edu	2000	Freeport, Bahamas	San Francisco	Future Challenges and Best Practices 2001
Bruce Weiss Massachusetts School bweiss1234@aol.com	2001	Puerto Vallarta	San Francisco	Social Responsibility 2002
La Pearl Logan Winfrey Wright State University lapearllogan.winfrey@wright.edu	2002	Scottsdale	Chicago	Strategic Impact: Continuing to Shape the future of Professional Psychology 2003
Cynthia Baum Argosy – DC cynthia.baum@waldenu.edu	2003	Washington DC	Hawaii	The Psychologist as Advocate: Contributions to Public Interest, Policy and Social Responsibility 2004
Ray Crossman Adler rec@ADLER.EDU	2004	San Diego	New Orleans	Realizing Our Competencies Through Teaching and Learning 2005
Michael Horowitz Chicago mhorowitz@thechicagoschool.edu	2005	Lake Las Vegas	Washington DC	Global, Academic, Practice and Community Leadership: NCSPP as Change Agent 2006

Philinda Hutchings Mid-Western phutch@midwestern.edu	2006	Fort Lauderdale	San Francisco	Developing Our Competencies in Clinical Training 2007
James Dobbins Wright State University james.dobbins@wright.edu	2007	Austin	Boston	From Aspirations to Actualization: Advancing the Muticultural Diversity Agenda in Professional Psychology 2008
Jean Chin Adelphi CHIN@adelphi.edu	2008	Puerto Vallarta	Toronto	Leadership, Preparation and Transformation 2009

MODELS OF LEADERSHIP: A TASKFORCE REPORT (Presented at the NCSPP 2002 Midwinte Conference)

Louise Baca, Ph.D.
Argosy University/Phoenix
Arizona School of Professional Psychology

Last year, we discussed the fact that leadership positions come with a complex ratio of costs and benefits (2001 NCSPP Midwinter Conference). Identification of different models of leadership is assumed to enhance general awareness of specific costs and benefits reflected in the literature on leadership. In particular, special attention was given to models of leadership created by those who have been historically disenfranchised. Thus, there are three primary models that will be presented. First, there are feminist models created by women who have assumed leadership positions with explicit articulation of the values and beliefs that guide the feminist perspective. Secondly, there is a review of literature from around the globe that offers historical and cross-cultural vantage points on leadership. Finally, there is a model of pluralistic leadership that holds promise for incorporating the best aspects of all previous models.

FEMINIST MODELS OF LEADERSHIP

There were many well-defined models of leadership that contrasted sharply with the traditional hierarchical, competitive, individualistic model. The best articulated alternative models are those from the feminist perspective. There are subtle differences between models (e.g. Albino & Caldwell-Colbert, 2000; Goyal & Mourani, 2002; Meyerson & Fletcher, 2000) however there are important basic values that form the basis of leadership from this vantage point. Foremost in importance are the concepts of inclusion, empowerment, *horizontal* structure, and collaborative/participatory styles that emphasize communication and negotiation. Among themes common to recent feminist leadership approaches is the centrality of multicultural considerations (e.g. Lott, 2003). Attention to intersected identities as members of diverse groups, including men, is considered to be a primary consideration in the literature reviewed to date. Basically, it appears that feminist leadership is related to a complex value system and not to the leader's gender (Albino & Caldwell-Colbert, 2000). A website developed by APA Division 35, Society for the Psychology of Women, with ongoing discussion of feminist leadership issues (<http://www.feministleadership.com>) has offered specific strategies to help leaders achieve their vision. As Judith Jordan (2000) suggests, leaders have to resist the disconnecting and disempowering effects of hyper-individualistic values in order to achieve strength in vulnerability as an alternative to strength in isolation. From the feminist perspective articulated by Meyerson & Fletcher, (2000) transformative leadership and change are best achieved through a relational model of mutuality. It is a model based on two-way openness to change, tolerance for uncertainty, empathic listening, acceptance and negotiation. These factors represent the best of the feminist models of leadership and the voices of ethnic minority women in the United States are found within this model of leadership.

CROSS-CULTURAL MODELS OF LEADERSHIP

Definitions of effective leadership across cultures all include the role of providing strategic vision as an essential ingredient of leadership. Literature from around the world was reviewed and some general findings can be discussed briefly in this report with an eye for commonalities versus reporting cross-cultural differences in leadership in considerable detail. Particular attention is given to the effect of leaders on institutions of higher education.

Approaches to leadership have historically fallen into three categories: trait models, style models and contingency models. Current research suggests that the hierarchical, top-down decision making, control-oriented models of leadership utilizing trait, style or contingency approaches are not effective for meeting the challenges in higher-education institutions (Bensimon & Neumann, 1993). Cross-culturally, there is an absence of literature related to specific models of more participatory forms of leadership related specifically to higher-education institutions. However, cross-cultural reports of the advantages of more participatory models of leadership all relay the importance of a more collectivistic, less competitive, interdependent process that relies heavily upon communication (Kezar, 2000). Although attention to diversity and consensus building will vary with culturally established norms for leaders, the literature on cultural differences in perceptions of leadership reveals some interesting findings. For example, when studies of perceptions of leaders focus on effectiveness and ability to lead the group to reach organizational goals, leaders who pay attention to relationship variables are more effective than those who focus only on achieving the institutional goals at all costs (Cox, 1993). The literature shows that across cultures, stifling or not acknowledging even subtle expressions of difference creates long-term issues laden with conflict (expressed differently across cultures). Hierarchical models that exclude the understandings of people who do not hold formal leadership titles are considered dangerous because as a group, people do hold unofficial power in relation to formal power structures and can be strong or weak depending upon the position they collectively play on the “chess board” of the organization (Alcoff, 1998). Long-term benefits of more participatory models of leadership are beginning to emerge across multicultural contexts. Recent studies such as Kezar (2000), report that the “servant leadership perspective” described the leadership environment or context as, “open and trusting and as encouraging of risk-taking and creativity.” Often, the language of those without titles really reflects the type of leadership within the system with participatory leaders being a part of the “we” used to characterize decision-making and a “they” describing a more hierarchical system across cultures. A review of the literature finds the mounting evidence that hierarchical models do not encompass the multiple ways that leadership is understood by diverse groups of people (Benison & Neumann, 1998). Potential for problems in communication are higher than ever as the diversity of the American workforce reaches unparalleled levels (Kezar, 2000). Attempting to understand leadership from a global perspective further intensifies debate regarding the different perspectives on leadership. What the literature needs ideally are representatives from many vantage points to inform the dialogue regarding leadership. However, certain voices are currently missing. To date, there remains an absence of leadership data from ethnic/racial minority male leaders in the United States.

Their viewpoint is needed in order to understand the complexity of leadership from those who have historically been disenfranchised in the U.S. systems.

PLURALISTIC LEADERSHIP

Traditional images of leaders are based on the experiences of white men in positions of authority and holding the ultimate power of decision-making (Astin & Leland, 1991; Bensimon & Neumann, 1998; Helgesen, 1990; Rosener, 1990). The challenges ascribed to leadership are laden with heavy emotional/physical costs and considerable monetary benefits to the leaders themselves. Those from historically disenfranchised groups often look upon the traditional hierarchical models of leadership with distrust and dismay given differences in values and contextual influences. The most promising modeling of leadership from those who have not historically had much of a voice in U.S. institutions may be the pluralistic model of leadership. This model does not attempt to thrust a universal definition and perspective on leadership but rather reflects the philosophy that leadership is socially constructed between people; thus its meaning is negotiated among individuals or groups (Calas & Smirich, 1992). Pluralistic leadership studies demonstrate that people have multiple overlapping identities that impact perceptions of effective leadership within particular local contexts (e.g. Kondo, 1990). Research studies from this perspective welcome complexity and use an open-ended, semi-structured interview and/or a case study approach (e.g. Kezar, 2000). In contrast, studies from the traditional models impose their own definitions and perspectives on leadership by using surveys or structured interviews. The results of studies from a pluralistic perspective are complex and can generate as many questions as they attempt to answer. However, there is a richness to the information that makes it very valuable given the pace of change during a time of globalization with all of its potential and perils. The direction provided by the pluralistic leadership model is toward a broad participatory decision-making style characterized by collaboration, power-sharing and communication that makes diverse perspectives on leadership validated, articulated and visible to the larger community.

CONCLUSIONS AND RECOMMENDATIONS

Essentially, all leadership perspectives agree that leaders are NOT those who just push paper in an attempt to keep the status quo and “not rock the boat” even if the boat needs rocking. The process of leading and the system created by leaders have distinct costs and benefits with the long-term implications factoring into the types of models of leadership studied to date. The goal of this task force was to review the literature on leadership, identify different models of leadership and make recommendations to the larger committees of NCSPP.

The conclusions are quite simple, in fact, there is a rich literature on leadership still dominated by the hierarchical models but losing ground to models proposed by feminist perspectives and a pluralistic leadership model grounded in higher education, academic circles. There are fewer studies to draw on from the new models but the potential for empowerment of historically disenfranchised groups makes the few studies important ones. Will the data be enough to draw new leaders into the arena to help create

positive changes in different systems nationally and internationally? The lack of longitudinal data and the lack of ethnic/racial minority male voices in the dialogue are two of the biggest obstacles when trying to make sense of the leadership literature. However, the good news is that there is plenty of room for new voices and some academic journal eager for publishing these points of view with or without quantitative data.

Bibliography

- Albino, J., & Caldwell-Colbert, (2000, March 2003). *Models of Diverse Feminist Leadership*, Retrieved from <http://www.feministleadership.com/femalelead.html>
- Alcoff, L. (1988). Cultural feminism versus post-structuralism: The identity crisis in feminist theory. *Signs*, 13(3), 405-436.
- Alcoff, L., & Potter, E. (1993). *Feminist epistemologies*. New York: Routledge.
- Amey, M., & Tombley, M. (1992). Re-visioning leadership in community colleges. *Review of Higher Education*, 15(2), 125-150.
- Ardichvili, A., & Gasparishvili, A. (2001). Leadership profiles of managers in post-communist countries: A comparative study. *Leadership & Organization Development Journal*, 22(2), 62-691.
- Astin, H., & Leland, C. (1991). *Women of influence, women of vision*. San Francisco: Jossey-Bass.
- Avery, G., & Keighley, T. (1999). Perceived situational leadership styles of frontline managers. Retrieved March 6, 2003, from <http://www.sbaer.uca.edu/Research/1999/WDSI/99wds668.htm>.
- Ayman, R. (1993). Leadership perception: The role of gender and culture. In M. Chemers & R. Ayman (Eds.), *Leadership Theory and Research: Perspectives and Directions* (pp. 137-166). San Diego: Academic Press.
- Bass, B. (1990). *Bass and Stodgill's handbook of leadership*. New York: Free Press.

- Bass, B. (1997). Does the transactional-transformational leadership paradigm transcend organizational and national boundaries? *American Psychologist*, 52(2), 130-139.
- Bensimon, E. (1989). A feminist reinterpretation of presidents' definitions of leadership. *Peabody Journal of Education*, 66(3), 143-156.
- Bensimon, E., & Neumann, A. (1993). *Redesigning collegiate leadership*. Baltimore: The Johns Hopkins University Press.
- Bensimon, E., Neumann, A., & Birnbaum, R. (1989). *Making sense of administrative leadership: The "L" word in higher education*. Washington DC: George Washington University Press.
- Bensimon, E., Neumann, A., & Birnbaum, R. (1991). Higher education and leadership theory. In M. Peterson (Ed.), *ASHE Reader on Organization and Governance in Higher Education* (pp. 389-398). Needham Heights, MA: Ginn.
- Berger, P., & Luckmann, T. (1967). *The social construction of reality*. New York: Doubleday.
- Birnbaum, R. (1992). *How academic leadership works*. San Francisco: Jossey-Bass.
- Bolman, L., & Deal, T. (1984). *Modern approaches to understanding and managing organizations*. San Francisco: Jossey-Bass.
- Bonache, J., Brewster, C., & Suutari, V. (2001). Expatriation: A developing research agenda. *Thunderbird International Business Review*, 43(1), 3-20.
- Bryant, M., & Son Ho, J. (2003). *Korean principals' perceptions of leadership values*. Unpublished manuscript, University of Nebraska-Lincoln.

- Calas, M., & Smirich, L. (1992). Re-writing gender into organizational theorizing: Directions from feminist perspectives. In M. Reed & M. Hughes (Eds.), *Rethinking organizations: New directions in organizational theory and analysis* (pp. 97-117). Beverly Hills: Sage.
- Cantor, D., & Bernay, T. (1992). *Women in power*. New York: Houghton Mifflin.
- Chemers, M., & Ayman, R. (1993). *Leadership theory and research: Perspectives and directions*. San Diego: Academic Press.
- Cohen, M., & March, J. (1986). *Leadership and ambiguity*. Cambridge: Harvard Business School Press.
- Collins, P. (1993). Learning from the outsider within: The sociological significance of black feminist thought. In K. Glazer, E. Bensimon, & B. Townsend (Eds.), *Women in Higher Education: A Feminist Perspective* (pp. 45-65). Needham Heights, MA: Ginn.
- Conrad, C., Haworh, J., & Millar, S. (1993). A positioned subject approach to inquiry. In C. Conrad, A. Neumann, & P. Scott (Eds.), *Qualitative Research in Higher Education: Experiencing Alternative Perspectives and Approaches* (pp. 267-277). Needham Heights, MA: Ginn.
- Cox, T., Jr. (1993). *Cultural diversity in organizations*. San Francisco: Berrett-Koehler.
- Cross, C., & Ravekes, J. (1990). Leadership in a different voice. *AAWCJC Journal*, 7-14.
- Denzin, N., & Lincoln, Y. (Eds.). (1994). *Handbook of qualitative research*. Thousand Oaks, CA: Sage.
- Developing executive leadership. (n.d.). Retrieved March 4, 2003, from <http://www.mce.be/events/783.htm>.

- Ferguson, K. (1984). *The feminist case against bureaucracy*. Philadelphia: Temple University Press.
- Fisher, J. (1984). *Power of the presidency*. New York: American Council on Education.
- FitzPatrick, P. (2000, October). Venus vs mars management styles. The Straits Times Interactive. Retrieved March 6, 2003, from <http://www.straitstimes.asia1.com.sg/mnt/html/women/archive/business6.html>.
- Getting Culturally-Packed for Business. (1998). Retrieved March 4, 2003, from <http://www.ilb.nus.edu.sg/linus/98jul/avculbiz.html>.
- Grazier, K. (2002). Interview with joseph a. zaccagnino, president and ceo, yale new haven health system, connecticut. *Journal of Healthcare Management*, 47(5), 283-286.
- Handy, C., Cimpa, D., Gubman, E., Bolland, E., Earley, C., Lee, W., Ulrich, D., O'Toole, J., & Bradford, D. (2003). Leadership styles and strategies. MeansBusiness.
- Haraway, D. (1991). *Simians, cyborgs, and women*. New York: Routledge.
- Helgensen, S. (1990). *Women's way of leading*. New York: Doubleday.
- Hollander, E. (1985). What is the crisis of leadership? In W. Rosenbach & R. Taylor (Eds.), *Contemporary Issues in Leadership* (pp. 31–41). Boulder: Westview.
- House, R. J., & Baetz, M.L. (1974). Leadership: Some empirical generalizations and new research. In B.M. Staw (Ed.), *Research in Organizational Behavior* (pp. 341-423). Greenwich, CT: JAI.
- Jordan, J. (2000). Learning at the Margin: New Models of Strength. Paper presented at the Learning from Women Conference. Harvard Medical School and the Jean Baker Miller Training Institute. Boston, MA.

- Jung, D., & Avolio, B. (1999). Effects of leadership style and followers' cultural orientation on performance in group and individual task conditions. *Academy of Management Journal*, 42(2), 208-218.
- Kerr, C., & Gade, M. (1986). *The many lives of academic presidents*. Washington DC: Association of Governing Boards and Universities and Colleges.
- Kezar, A. (1996). *Reconstructing exclusive images: An examination of higher education leadership models*. Unpublished doctoral dissertation, University of Michigan.
- Kezar, A. (in press). Reconstructing static images of leadership: An application of positionality theory. *A Leadership Journal: Women in Leadership-Sharing the Vision*.
- Kondo, D. (1990). *Crafting selves*. Chicago: University of Chicago Press.
- Lincoln, Y., & Guba, E. (1985). *Naturalistic inquiry*. Beverly Hills: Sage.
- Lyons, N. (1990). Visions and competencies. In J. Antler & S. K. Biklen (Eds.), *Changing Education: Women as Radicals and Conservators* (pp. 277-294). Albany: State University of New York.
- Martin, J. (1992). *Cultures in organizations: Three perspectives*. New York: Oxford University Press.
- Michailova, S. (2000). Contrasts in culture: Russian and western perspectives on organizational change. *Academy of Management Executive*, 14(4), 99-112.
- Meyerson, S. & Fletcher, M. (2000). *Leadership in the New Millenium*. Lawrence Erlbaum Associates, Inc., Mahwah, New Jersey.
- Nicholls, C., Lane, H., & Brechu, M. (1999). Taking self-managed teams to Mexico. *Academy of Management Executive*, 13(3).

- Peterson, M., & White T. (1992). Faculty and administrators' perceptions of their environments: Different views or different models of organization? *Research in Higher Education*, 33(2), 177-204.
- Rogoff, B., & Chavajay, P. (1995). What's become of research on the cultural basis of cognitive development? *American Psychologist*, 50(10), 859-877.
- Rosener, J. (1990, November/December). Ways women lead. *Harvard Business Review*, 119-125.
- Shakeshaft, C. (1987). *Women in educational administration*. Beverly Hills: Sage.
- Son, J. (2001, June 19). Asia: Women far from critical mass to change political scene. *Third World Network*. Retrieved March 6, 2003, from <http://www.twinside.org.sg/title/mass.htm>.
- Sosik, J., Potosky, D., & Jung, D. (2002). Adaptive self-regulation: Meeting other's expectations of leadership and performance. *The Journal of Social Psychology* 142(2), 211-232.
- Spradley, J. (1979). *The ethnographic interview*. Florida: Harcourt Brace Jovanovich.
- Statham, A. (1987). The gender model revisited: Differences in the management styles of men and women. *Sex Roles*, 16(7/8), 409-428.
- Suutari, V. (1995). Dimensions discriminating national cultures – A comparative survey inside a multinational company. *International Journal of Management* 22(2), 162-172.
- Suutari, V. (1996). Leadership ideologies among European managers: A comparative survey in a multinational company. *Scandinavian Journal of Management*, 12(4), 389-409.

- Suutari, V. (1996). Variation in the leadership behavior of western European managers: Finnish expatriates' experiences. *International Journal of Human Resource Management*, 7(3), 677-707.
- Suutari, V. (1996). Leading Russians – experiences of two Finnish organizations operating in Russia. *Finnish Journal of Business Economics*, 3, 265-281.
- Suutari, V. (1997). Finnish expatriate managers' experiences of the implications of cross-cultural differences in leadership. *Polish Psychological Bulletin*, 28(4), 307-312.
- Suutari, V. (1997). Leadership beliefs of Finnish and Russian managers: A comparative survey within two Finnish and two Russian companies. *International Journal of Management*, 14(2), 185-200.
- Suutari, V. (1998). Leadership behaviour in eastern Europe: Finnish expatriates' experiences in Russia and Estonia. *International Journal of Human Resource Management*, 9(2), 235-258.
- Suutari, V. (1998). Problems faced by western expatriate managers in east Europe: Evidence among Finnish expatriates in Russia and Estonia. *Journal for East-European Management Studies*, 3(3), 249-267.
- Suutari, V. & Brewster C. (1998). The adaptation of expatriate in Europe: Evidence from Finnish companies. *Personnel Review*, 27(2), 89-103.
- Suutari, V. & Riusala, K. (2000). Expatriation and careers: Perspectives of expatriates and spouses. *Career Development International*, 5(2), 81-90.
- Suutari, V. & Tornikoski, C. (2000). Determinants of expatriate compensation: Findings among expatriate members of SEFE. *Finnish Journal of Business Economics*, 49(4), 517-539.

- Suutari, V. & Brewster, C. (2000). Making your own way: Self-initiated foreign assignments in contrast to organizational expatriation. *Journal of World Business*, 35(4), 417-436.
- Suutari, V. & Riusala, K. (2000). Operating in economies in transition-adjustment and management issues faced by finnish expatriate managers in CEE. *Finnish Journal of Business Economics*, 49(1), 87-107.
- Suutari, V. & Riusala, K. (2001). Leadership styles in central eastern Europe: Experiences of finish expatriates in the Czech republic, hungary and Poland. *Scandinavian Journal of Management*, 17(2), 249-280.
- Suutari, V. & Tornikoski, C. (2001). The challenge of expatriate compensation: The sources of satisfaction and dissatisfaction among expatriates. *International Journal of Human Resource Management*, 12(3), 1-16.
- Suutari, V. & Burch, D. (2001). The role of on-site training and support in expatriation: Existing and necessary host-company practices. *Career Development International*, 6(6), 298-311.
- Suutari, V. & Brewster, C. (2001). Expatriate management practices and expatriates' preferences toward such practices: A survey among finnish expatriates. *Personnel Review*, 30(5), 554-577.
- Suutari, V. (2002). Global leader development: An emerging research agenda. *Career Development International*, 7(4).
- Suutari, V. & Tahvanainen, M. (2002). The antecedents of performance management amongst finnish expatriates. *International Journal of Human Resource Management*, 13(1), 1-21.

- Suutari, V., Raharjo, K., & Riikkila, T. (2002). The challenge of cross-cultural leadership interaction: Finnish expatriates in indonesia. *Career Development International*, 7(7).
- Suutari, V., & Valimaa, K. (in press). Antecedents of repatriation adjustment: New evidence from finnish repatriates. *International Journal of Manpower*.
- Suutari, V., & Brewster C. (in press). Repatriation: Empirical evidence from a longitudinal study of careers and expectations among finnish expatriates. *International Journal of Human Resource Management*.
- Suutari, V. (submitted). Global managers: Career orientation, career tracks, life-style implications, and career commitment. Paper submitted to the *Journal of Managerial Psychology*.
- Suutari, V. (1996d). Comparative studies on leadership beliefs and behavior of european managers. *Acta Wasaensia*, No. 50. *Business Administration 19, Management and Organization*. Vaasa: University of Vaasa.
- Suutari, V. (1997). Leadership models in finland, russia and estonia. In Kaneklin, C. and Isolabella, M.C. (eds). *New leadership models in europe*, 138-148. Milano: Vita e Pensiero.
- Suutari, V. and Brewster, C. (1998). International assignments across European borders: Is it easy for expatriates? Brewster, C. and Harris, H. (eds.). *International HRM: Contemporary issues in europe*. Routledge.
- Suutari, V. (1994). The euromanager profile: Leadership behavior of euromanagers. *Sietar europa 1994 symposium proceeding*.

- Suutari, V. (1995). A comparative study on leadership beliefs in finland, france, the netherlands and sweden. Sietar europa 1995 symposium proceeding.
- Suutari, V. (1996). Leadership styles of Russian and Estonian managers: Finnish expatriates experience. Conference proceeding of European international business association. Competitive papers serie, 769-792.
- Suutari, V. (1997). Problems faced by western expatriates and companies in east Europe: Evidence from finnish companies operating in russia and Estonia. In: Entry and management behavior in central and eastern europe, 168-191. Ed. Jorma Larimo. Proceedings of the University of Vaasa. Reports 25, 162-184. Vaasa: University of Vaasa.
- Suutari, V. (1997). Leadership models in finland, Russia, and Estonia. In Avallone, F., Arnold, J. and de Witte, K. (eds.), Feelings work in europe. Quaderni Di Psicologia Del Lavoro, Volume 5, 165-171. Milano: Guerini Studio.
- Suutari, V. and Riusala, K. (1998). Managing business operations in central and eastern europe: Difficulties faced by western expatriate managers. Conference proceedings (CD-ROM) of the 6th conference of international human resource management.
- Suutari, V. and Brewster, C. (1998). Expatriate management practices and expatriates' preferences toward such practices: A survey among finnish expatriates. Conference proceedings (CD-ROM) of the 6th conference of internaional human resource management.
- Suutari, V. and Riusala, K. (1998). Typical characteristics and recent transformation of leadership styles of czech, hungarian and polish managers: Evidence of provided

- by finnish expatriates. Conference proceedings (CD-ROM) of the 6th conference of international human resource management.
- Suutari, V. and Riusala, K. (1998). Managing business operations in central and eastern Europe: Problems faced by western expatriate managers. Electronic conference proceeding (www.sba.muohio.edu/abas/) of the 1998 international conference of academy of business and administrative sciencies.
- Suutari, V. and Riusala, K. (1999). International assignment as a career step. Conference proceedings (CD-ROM) of the 15th Nordic conference on business studies.
- Suutari, V. and Riusala, K. (1999). Leadership styles of Czech, Hungarian and polish managers: Evidence provided by finnish expatriates. Conference proceedings (CD-ROM) of the 15th Nordic conference on business studies.
- Suutari, V. and Tornikoski, C. (1999). The challenge of expatriate compensation: The sources of satisfaction and dissatisfaction among expatriates. Conference proceeding (CD-ROM) of the European international business association. Competitive paper series.
- Suutari, V. and Brewster, C. (2001). What happens to expatriates? Conference proceeding (CD-ROM) of the human resources global management conference.
- Suutari, V. (1993). The effect of leadership behavior of managers on subordinates' organizational commitment. Discussion papers 157. Vaasa: University of Vaasa.
- Suutari, V. (1993). International differences in leadership ideologies of managers. Licentiate thesis in management and organization. Vaasa: University of Vaasa. Unpublished.

- Suutari, V. and Darmer, P. (1993). Comparing role expectations for the leadership behaviour of managers in finland and denmark. Discussion papers 162. Vaasa: University of Vaasa.
- Suutari, V., and Darmer, P. (1994). Implicit management theories: A cross-cultural comparison of Danish and finnish students. Discussion papers. Sonderbord: Southern denmark business school.
- Suutari, V. (1996). Suomalaiset Ekonomit ulkomailla – Tutkimusraportti Ekonomiliitolle.
- Suutari, V., Riusala, K, and Tahvanainen, M. (1998). Raportti Tekniikan Akateemisten liiton jasenten ulkomailla tyoskentelyyn liittyvista kokemuksista. Tutkimusraportti tekniikan akateemisten liitolle.
- Suutari, V. and Brewster C. (1998). Expatriate management practices and their perceived importance – Evidence from finnish expatriates. Discussion papers 247, Proceedings of the University of Vaasa, Vaasa.
- Suutari, V. and Tornikoski, C. (1999). Expatriate compensation: Review and findings among finnish expatriates. Discussion papers 253, Proceedings of the University of Vaasa, Vaasa.
- Suutari, V., and Valimaa, K. (2000). Takaisin Suomeen: Vuonna 1996 ulkomaankomennuksella olleiden SEFE: n jasenten seurantatutkimus. Raportti Suomen Ekoomiliitolle.
- Tierney, W. (1988a). *Interpretative approaches to understanding organizations: Implications for researchers*. Paper presented at the annual meeting of the American Educational Research Association in New Orleans, LA.

- Tierney, W. (1988b). Organizational culture in higher education. *Journal of Higher Education, 59*, 2-21.
- Tierney, W. (1989). Advancing democracy: A critical interpretation of leadership. *Peabody Journal of Education, 66*(3), 157-174.
- Tierney, W. (1993). *Building communities of difference: Higher education in the 21st century*. Granby, MA: Bergin and Garvey.
- Van der Linde, C. (n.d.) *The role of good educational management in changing south Africa*. Rand Afrikaans University.
- Women in Corporate Leadership in Europe. (n.d.). Retrieved March 6, 2003, from http://www.catalystwomen.org/press_room/press_release/wicl_europe.htm.
- Yukl, G. (1989). Managerial leadership: A review of the theory and research. *Journal of Management, 15*(2), 251-289.
- Zhang, W., Tsui, C., Jegede, O., Ng, F., & Kowk, L. (2002). A comparison of distance education in selected asian open universities. Paper presented at the 14th Annual Conference of the Asian Association of Open Universities, Manila, Philippines, October 25-27, 2000.

Leadership Development in Academic Governance

Author: Michael Pittenger, Ph.D.

Affiliation and Title: Alliant International University, Associate Vice President for Student Life

Contact Information: Alliant International University,
10455 Pomerado Road, San Diego, CA 92131
(858) 635-4475
mpittenger@alliant.edu

- Suited for all students.
- Could be utilized in Leadership Development course
- Goal/Purpose: This is a narrative of lessons learned from a senior academic administrator for student life who has worked extensively in developing leadership skills with graduate psychology students through student government.



LEADERSHIP PREPARATION AND TRANSFORMATION

Graduate Student Government as an Opportunity for Student Leader Development

Fall 2008

As a student affairs administrator and campus leader in a school of professional psychology that over the last several years has become a University oriented toward professional practice in several disciplines, I have had the opportunity to work with many students in many different contexts. Among the most rewarding of these interactions has been the advising role in relation to graduate student government. Besides the intrinsic rewards associated with this responsibility have come significant opportunities to help graduate students develop or enhance their leadership skills.

Knowing how important it is to professional psychology that our graduates be both effective professionals and competent advocates for their profession, we have made leader development a value-added component of the Student Life program here at the San Diego campus of Alliant International University for several years now. Our overall approach to Student Life more generally and to this leader development program has evolved over time to fit the parameters of Servant Leadership, which focuses on leading by serving others at the same time that we support and move forward the mission and vision of our organization. With this background in mind, outlined briefly below are several components of our experience with developing student leadership that we have found to be valuable, both to our institution and to our graduates.

Background. There are three key environmental components to our approach to student leader development.

- Realism. We approach leadership development from a realistic perspective; graduate students do not have a lot of spare time to be involved in anything

besides their studies and their families. Being successful students must come first. As a result, we need to make the tasks associated with learning to lead as direct and clear as possible and effectively linked to the experience of being a graduate student in psychology.

- Recognition. Each year there is a small number of students who express interest in “making things work”. This interest is often a carry over from undergraduate experiences and sometimes is the result of being frustrated with how particular processes or procedures relating to their programs work or do not work. Recognizing such students and helping them see options they can pursue can lead to interest and involvement in leader development. We also try to recognize students in whom there are indications of leader potential already formed as well as students for whom leadership is an area to which they need to attend if they are going to become successful professionals, according to how they have defined their expectations for themselves. Encouraging involvement in leader development in all of these circumstances can be useful in developing and maintaining a leader development program.
- Encouragement. If we are realistic and if we recognize potential leaders, it could still be easy enough to hear these students’ concerns and then go fix them ourselves. But it is also an option to encourage students to take part in the fix. Out of this encouragement and a few successes can come the next generation of students who want to be part of the student government and therefore be potential leaders-in-training.

Getting Started Means Getting Organized. Each year there are several steps that we take to help structure the emergence of student leaders.

- Elections. We make sure there is an organized election each spring that brings into the student organization new students who want to join with returning students to form the next years’ student government.
- Planning Retreat. We lead a retreat toward the end of the academic year in which the new and returning student leaders work together to set their goals for the coming year. The second phase of these retreats is team building which we make sure happens through the course of the day with a range of experiences.

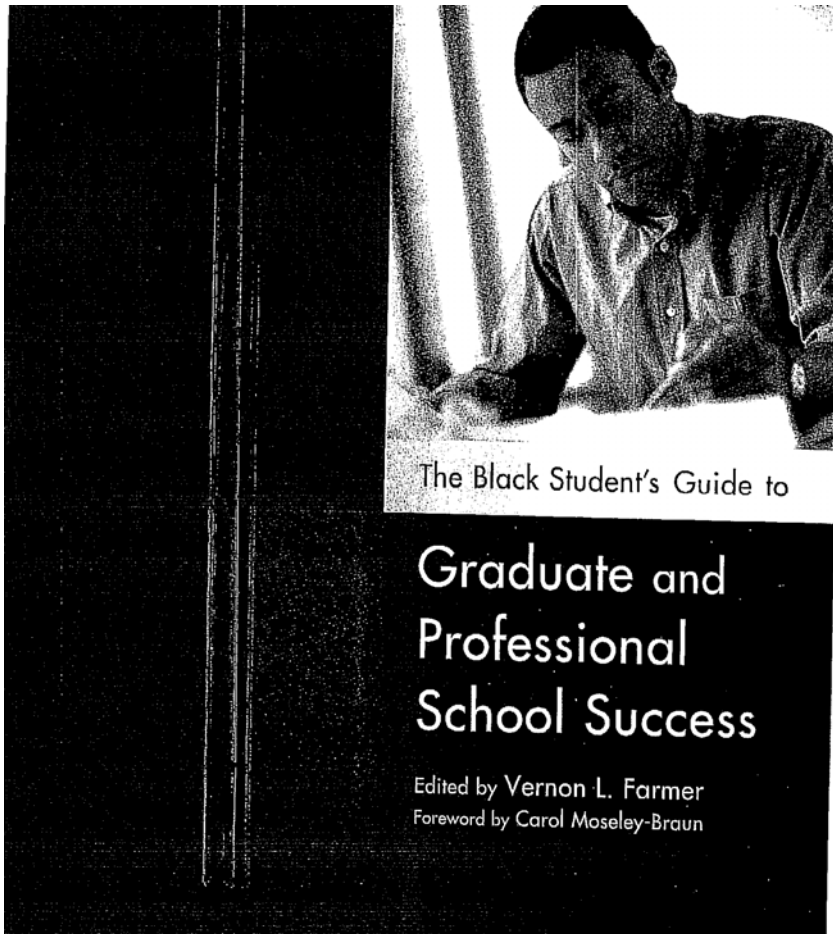
With this planning accomplished and an agenda set for the year, the team is then in a position to take leadership for their agenda and for the range of other issues that will arise. Among the additional steps they need to take and that help them to develop as leaders is creating and then managing their budget (which arises from the student activity fee that every student pays each semester), keeping their organizational structure updated (including job descriptions), and having the necessary policies and procedures in place to help them maintain appropriate boundaries.

- Developing Problem Solving Skills. It is often the case that students will bring to their government problems that need solutions that are well beyond the original plans the group had set. To the extent possible, we try to guide and advise student leaders about how to take responsibility for finding solutions to these problems. Modeling or teaching them willingness to confront, skills and strategies for accomplishing this sometimes challenging task, and scripts for having difficult conversations with other students, with faculty, or with administrators are all part of this piece of leader development.
- Developing and Delivering Programs. Included in the goal setting process each year are at least a couple of larger programs that the government delivers for the campus, most recently in the areas of leadership and inclusiveness. Writing them down as part of a list of goals is one thing; actually making them happen is quite a few more steps, each of which is an opportunity to learn more about building a team, leading effectively, and delivering a complex project on time and on budget. As a result of these activities, student leaders become role models in new ways for their peers, are engaged in advancing the mission of the university, and often get significant reinforcement from faculty, staff, and administrators for taking on these programming/leadership roles.

An important underlying component of this kind of leader development is to let the students find their own way some of the time, to guide them in a generally non-directive manner in other situations, and to take them by the hand and lead them to the right answers on other occasions. Knowing when to do which is an important skill for advisors to develop; in its absence students will be less interested and less challenged. We have even found that letting student leaders fail has been a necessary step on occasion as a means to help them see issues they could not otherwise see, often contributing to their overall development much more than saving them.

This is the view of student leader development through use of graduate student government from 10,000 feet. If you would like more information, please be in touch with Michael Pittenger at mpittenger@alliant.edu or at 858-635-4475.

The Hardest Part of Graduate Training is Getting In
James E. Dobbins, Ph.D.



Library of Congress Cataloging-in-Publication Data

The Black student's guide to graduate and professional school success / edited by
Vernon L. Farmer ; foreword by Carol Moseley-Braun.

p. cm.

Includes bibliographical references and index.

ISBN 0-313-32311-9 (alk. paper)

1. African Americans—Education (Graduate)—Handbooks, manuals, etc.
2. African American graduate students—Handbooks, manuals, etc. 3.
Universities and colleges—United States—Graduate work—Handbooks,
manuals, etc. 4. Professional education—United States—Handbooks, manuals,
etc. I. Farmer, Vernon L.

LC2781. B4658 2003

378.1'55'08996073—dc21 2002029588

British Library Cataloguing in Publication Data is available.

Copyright © 2003 by Vernon L. Farmer

All rights reserved. No portion of this book may be
reproduced, by any process or technique, without the
express written consent of the publisher.

Library of Congress Catalog Card Number: 2002029588

ISBN: 0-313-32311-9

First published in 2003

Greenwood Press, 88 Post Road West, Westport, CT 06881

An imprint of Greenwood Publishing Group, Inc.

www.greenwood.com

Printed in the United States of America



The paper used in this book complies with the
Permanent Paper Standard issued by the National
Information Standards Organization (Z39.48-1984).

10 9 8 7 6 5 4 3 2 1

ESSAY 9

The Hardest Part of Graduate Training Is Getting In

JAMES E. DOBBINS

Professor of Psychology and Director of Postdoctoral Training,
Wright State University

A common saying among members of the academy is that "the hardest part of graduate training is getting in." I have found this to be a truth considering that most students have prepared for over twenty years to simply have the opportunity to apply. Ironically, at the time an undergraduate fills out his or her applications, self-selection is the most important factor that operates in graduate school admissions, that is, researching the right school for the right reasons, taking the interview process seriously, and having your credentials in order. People who have been successful in their undergraduate studies usually know what it takes to be successful as graduate students. Such students are encouraged and supported by their faculty to apply for graduate training and advised how to develop their portfolios so that they fit the criteria expected of particular graduate programs. Actually, it is very difficult for graduate programs to select among the thousands of applicants who qualify as a result of their hard work and outstanding achievements. Because not all deserving students can be accepted, a second truism is that "if at first you don't succeed, try, try again." If you are not accepted, call the schools that turn you down to find out what you need to do to be more competitive, do what is recommended, and then reapply.

Taking risks is an essential part of getting into and through graduate school. As I think about the path of my career and the ingredients that have enabled me to withstand the slings and arrows of racism, money issues, naïveté, fear, damaged self-esteem, and gaps in my learning base, it is clear

to me that I am here because of persistence and a willingness to learn from mistakes. There is no part of my life that did not suffer and benefit from those risks. I made mistakes, but I tried to follow the words of my father, Levi Edward Dobbins, who cautioned me to "avoid mistakes that cost too much." In order to actualize my father's admonition, I learned to rely on three unfailing supports: a tried and tested reliance on my intuition, a willingness to be mentored and guided by those who had already attained that which I aspired to achieve, and an immovable faith in an omnipresent, omniscient, and omnipotent God who supplies all of my needs.

Graduate school is difficult, as it should be. It is not possible to make it through without a support network. This is true not only in regard to graduate training but also in regard to postgraduate professional success. Getting the diploma is not nearly as difficult as developing a professional identity within your field, gaining colleagues who respect your work, and developing credibility in the community as a competent practitioner. It was helpful for me to begin my professional associations while in graduate school. Many of the fellow students whom I met in student organizations are still my best supports today. We have helped one another throughout our careers and are still affiliating on work projects and as members of professional organizations. It is well advised that you seek leadership roles in your student and professional organizations. It takes willingness, follow-through, and a concern for quality in order to build a positive national reputation among your peers. A little effort can pay huge dividends for your career. You cannot see all of the benefits from the outside looking in, so get involved from the start.

Seek to study under the professionals who are doing the kind of work you want to do. Practice loyalty to them throughout your career. Mention them as contributing to your successes so that people will know where your foundation began. Commit yourself to lifelong learning so that there is no question as to whether you are sincere and up-to-date in your approach to problems and issues. Maintain an ethic of service so that people know that on behalf of your profession and community you operate to see what needs to be done and meet the needs of a rapidly changing society.

People will remember you more for the one thing that hurt them than for the many things that you did to help them. There are times when your decisions hurt others; let your resolve be clearly based on matters of principle and not because you dislike a person or his position on an issue. However, it is not possible to have a professional career without standing up for your principles. Be willing to live by the consequences of your decisions and the principles upon which they stand. Those who cannot take a stand for something will fall for anything. How many people do you know who look foolish because their arguments are based on nonexistent virtues? It is easy to talk the talk, but your professional life must show that you walk the walk.

No successful professional operates without having a dream and having that dream translated into a strategic plan. The plan that I developed as a

graduate student came true in every aspect, far sooner than projected. Plan your work and then work your plan. Monitor your plan routinely and revise it no less than annually. Focus your evaluation on your plan, not on yourself. If you are not having success, it's because you do not have the correct plan for you, not because you cannot succeed. If you know you have shortcomings, work on them as a part of your plan.

Never think that you are wise enough to judge your self-worth. That is something that only God is qualified to do. It is unlikely that the creator would deem you less than worthy of everything that was created for you. Develop an attitude of gratitude for everything that happens to you. Treat failures as challenges rather than moral deficiencies. Lastly, there are two common shortcomings among humans for which you should have no time. They are self-pity and grumbling. In the words of George Leonard, author of "The Modern Warrior" (unpublished), "live each day as if your hair were on fire."

PSYCHOLOGY 852: ADVANCED CONSULTATION AND SUPERVISION

FALL 2008; WEDNESDAYS, 10 am to 12:30 pm

Dr. Harriet Cobb
Johnston 219
Office Hours by Appointment
Phone: 568-6834
<cobbhc@jmu.edu>

Course Description:

The purpose of this course is to deepen your understanding of the theoretical, research, values/attitudes, and practice issues in providing clinical supervision, consultation to organizations, and leadership in professional settings. The importance of building and maintaining positive interpersonal relationships within a socio/cultural context provides the framework for skill development. An emphasis is also placed on preparing students for advocacy/leadership/administrative positions in a variety of human service settings, including university affiliated clinics and counseling centers, community health/mental health organizations, private practice, and in education. Building on your existing foundation of intervening with individuals and family/school systems, an important theme in this course is nurturing your personal and professional identity as a psychologist who can facilitate positive change at organizational, community, and societal levels. The class format includes a didactic component as well as supervised experiences. An integrative approach to conceptualizing theory and research provides the foundation for effective practice.

Readings:

Falender, C. & Shafranske, P. (2008). *Casebook for clinical supervision*. Washington, DC: American Psychological Association.

Bernard, J. & Goodyear, R. (2004). (Third Edition). *Fundamentals of clinical supervision*. Boston: Allyn & Bacon. (Selected Readings.)

Brown, D, Pryzwansky, W.B., & Schulte, A.C. (2006). (Sixth Edition). *Psychological Consultation and Collaboration*. Boston: Pearson Education, Inc.

Falender, C. & Shafranske, P. (2004). Building diversity competence in supervision. In *Clinical Supervision: A competency-based approach*. Washington, DC: American Psychological Association.

Harrison, T. (2004). *Consultation for contemporary helping professionals*. Boston: Pearson Education. (Selected Readings).

Norcross, J. & Halgin, R. Integrative approaches to psychotherapy supervision. In Watkins, C. (1997). *Handbook of psychotherapy supervision*. NY: John Wiley & Sons, Inc.

Wallace, W.A., & Hall, D.L. (1996). *Psychological consultation: perspectives and applications*: Pacific Grove, CA. Brooks/Cole Publishing Co. (Selected Readings)

Brody, R. (2005). (Third Edition). *Effectively Managing Human Service organizations*. Thousand Oaks, CA: Sage Publications, Inc.

Northouse, P.G. (2004). *Leadership: Theory and practice*. Thousand Oaks, CA: Sage Publications (Selected Readings)

Harvey, V. S., & Struzziero, J. (2000). *Effective supervision in school psychology*. Bethesda, MD: NASP (Selected Readings)

Other Readings as Assigned

Students will be expected to accomplish the following objectives:

1. Demonstrate an integrated understanding of the major models of consultation, including theoretical and research issues.
2. Demonstrate skills in providing and evaluating the process and outcomes of consultation.
3. Demonstrate an integrated understanding of the major models of supervision within a socio-cultural context, including theoretical and research issues.
4. Demonstrate skills in providing and evaluating the process and outcomes of supervision
5. Demonstrate an awareness of ethical and best practice standards in consultation and supervision.
6. Demonstrate knowledge of the characteristics of effective leaders and administrators, and knowledge of basic management principles applied to health and mental health service delivery systems in local community and larger societal contexts

Course requirements and evaluation procedures:

1. Active class participation in discussions that demonstrate that you've read and thought about the material and attendance at the IHHHS Leadership Conference. (5%)
2. One consultation project that goes beyond what you've already experienced as a consultant. The project may occur in one of your practicum sites, and involve at least 2-3 sessions with your consultee(s). A class presentation and a written report will be due by December 12. (25%)
3. One 6-8 session supervision experience providing supervision to a supervisee, including a journal of your reactions/self-critique, and method of evaluating yourself as

supervisor. This should be videorecorded to review in class. Summary due December 12. (45%)

4. Summary of an interview you have conducted with a psychologist in a leadership position integrated with leading a discussion on a chapter or article from the literature covering leadership/management issues. (25%)

90-100% A; 80-89% B; Below 80% C

Note: This syllabus is subject to change; students will be notified of any changes in class. All aspects of the JMU Honor Code and the JMU C-I Program Handbook are applicable to this class.

Class Schedule:

8-27: Overview of course and expectations; Building on your experience with consultation, supervision, and leadership; setting personal goals for the class.

9-3: Introduction to clinical supervision; Evaluation; Ethical and legal issues

9-10: Supervision models; The supervisory relationship—influence of individual, gender, socio-cultural context and developmental differences, processes and issues of the supervisee and the supervisor

9-17: Individual, group, and live supervision

9-24: Organizing and managing clinical supervision

9-26: Supervisor development and training, research issues, future directions Review of supervision videotapes (Review of supervision videotapes—this continues throughout the semester)

10-1: Review of Consultation; Stages, Models, Needs assessment; Outcomes assessment (Readings as Assigned)

10-8: Consultation in different settings—unique organizational characteristics

10-15: Review of supervision tapes

10-22: Other applications; ethical and legal dilemmas, future trends

10-29: Introduction to leadership: Theory, research, and practice; Psychologists as leaders (Readings As Assigned) Reports from interviews, chapter/article discussions.

11-5: Roles, functions, ethics of effective leaders: Vision/mission development, goal setting, decision- making, strategic planning; delegating responsibility and authority,

enhancing functioning of supervisees, promoting a health work climate, job satisfaction, and strong morale; facilitating the quality of service delivery

11-12: Continued

11-19 Class presentations re: leadership/organizational change

11-26: No Class—Happy Thanksgiving!

Dec 3 Leadership Issues

Dec 5 (Leadership Academy)

Dec 12 All assignments due

Journals for this course:

Journal of Educational and Psychological Consultation

Journal of School Psychology

The Consulting Edge

School Psychology Review

Journal of Consulting and Clinical Psychology

Journal of Counseling and Development

The Counseling Psychologist

Professional Psychology: Research and Practice

School Psychology Quarterly

Consulting Psychology Journal: Practice and Research

Case Studies

Author: Elizabeth Davis-Russell

Affiliation and Title: President, Tubman College of Technology, Provost Emerita, Professor of Psychology Emerita, SUNY Cortland

Contact Information: Tubman College of Technology, Harper, Liberia
3127 McKelvy Ave. Clovis, CA 93611 edavisrussell@comcast.net

- Suited for all professionals.
- Could be used for faculty development

Goal/Purpose:

- To demonstrate some of the challenges confronting women as leaders
- To demonstrate some of the complexities in academic leadership

Case #1: Newly Appointed President

You have just received an appointment as president of a college (College A) in a developing nation. The country is emerging from a long civil war. Almost all the infrastructure of the country has been damaged or destroyed. Education at all levels has borne a disproportionate amount of the destruction. The physical damage to universities has been horrific: laboratories stripped, equipment stolen, buildings burned and crushed. Yet the visible physical damage is only one part of the story of the catastrophic consequences of the civil war. An additional damage to higher education has been the loss of human capital. College A is no exception to this devastation that has occurred. It has been closed for close to 20 years and is severely damaged. All that is left of this 250-acre campus are walls of buildings. During its operations College A was a premier institution of technology in the country and provided education and training to high-level technicians and professionals in architectural, civil, electrical, electronics and mechanical engineering.

Its original objectives included the following:

- To prepare and produce high level technical manpower for the Republic of Liberia and other countries;
- To promote, encourage, and advance technical education and the use of technology for the growth and development of society through conferences, seminars, and study groups;
- To provide training and conditions for research in applied science and technology and other related fields of learning consistent with the national needs;
- To provide an adequate supply of middle and high level technicians to replace in the shortest possible time, the large member of expatriates available in every sector of the economy;
- To train technicians to meet the needs of the expanding industrial development of the nation.

College A was, and continues to be the only college within the southeast region of the country. The only other public institution in the nation is over 350 miles away and is

overcrowded. Therefore the majority of students have been unable to attend college since graduation from high school. There is tremendous pressure to re-open the college. The youth have sent petitions to their elected officials who in turn have turned to the president of the nation. The country has very few resources to provide to you.

1. Identify the leadership challenges inherent in this case study
2. Develop a detailed plan for re-opening the college.

Case #2: New Female Provost

You are a new provost of a mid-size state comprehensive university, State University C (SUC). SUC is part of a large state university system. It is 148 years old, and you are its first female provost. You were selected through an extensive national search. You previously served as a dean and full professor, tenured at your previous institution. As part of your appointment you are granted tenure as a full professor in the department of psychology.

In your second week at SUC a senior faculty member pays you a visit. He brings greetings from his “constituents” and after several minutes of discussion says that “in the spirit of being a good colleague” he must apprise you of the feelings of some of his fellow senior faculty. He then goes on to say that they are “not happy with having a woman in this position.”

1. How do you respond?
2. What potential impact do you think this is going to have on your leadership?
3. Describe how you might proceed after this revelation

Leadership, Group Dynamics and Organizational Culture in a Fishbowl: A Training Exercise

Author: Wendy V. Chung, Ph.D.

Affiliation and Title: Principal Lecturer, Alliant International University

Contact Information: Alliant International University

Center for Undergraduate Education

10455 Pomerado Road, San Diego, CA 92131

(858) 635-4589

wchung@alliant.edu

Contact Information: Dept of Grad Psych, APU, 901 E. Alost, Azusa, 91702

- Suited for all levels.
- Could be used for Leadership and Group Dynamics, Strategic Organizational Communication, Practicum, Internship, and Professional Development courses

Activity Objective:

1) To give participants the opportunity to integrate and apply their understanding of the role of a leader and his/her leadership skills in the creation and maintenance of a desired organizational culture.

2) To allow participants the opportunity to observe and analyze group dynamics and leadership/followership dynamics in a fishbowl setting.

Activity:

This fishbowl activity follows a discussion of the features of organizational culture and the levels on which they exist and a discussion of the role and skills of a leader in organizations. It attempts to help participants integrate their knowledge of leadership skills and their function in creating maintaining organizational culture.

- Participants are divided into four teams.
- **Team One (no more than three participants)** is responsible for describing in detail the characteristics of an organization (real or created) and a desired organizational culture; e.g. open, supportive, creative, innovative, equal, informal, etc.
- **Team Two** (can be two/three teams) will respond by simulating a *strategic planning meeting among the organization's leaders*. The objective of the meeting is to determine leadership strategies and tactics that will either influence the creation or maintenance of the organizational culture that Team One has described.
 - Without assigned roles or instructions, this team is responsible for planning and implementing its meeting based on the objective stated above.
 - This team will be expected to employ their understanding of the features a of organizational culture, the levels on which it exists and the leadership communication skills and functions necessary to influence the existence of the culture in the organization

- **Team Three** (optional) will be asked to role play one/two of the leader's role proposed by Team Two; e.g., they can role play the team's proposed leadership strategies and tactics for facilitating *openness and/or creativity* in their organization.
- **Team One** will analyze and evaluate the leadership strategies and tactics proposed by Teams Two and exhibited by Team Three.
- **Team Four** (fishbowl) will observe the activity in its entirety and report on the dynamics they observed during the simulated strategic leadership planning meeting. In essence, they will report on
 - the group dynamics displayed during the activity,
 - any evidence of leadership and followership displayed within the teams,
 - the quality of Team Two's meeting outcome and the attributes, and
 - the success of the Team Three's role play
- **Debriefing: All participants will discuss the experience in its entirety. They will respond to pertinent prompts that address**
 - **their personal feelings about the activity,**
 - **what they experienced in their particular role,**
 - **the accuracy of the strategic leadership plan,**
 - **what they observed based on group dynamics and leadership skills and styles, and**
 - **their evaluation of the outcome of the strategic leadership planning session, among others.**
- **Reflection Paper: Participants will also be expected to write a reflection paper on an aspect of the experience.**

Leadership from an Organizational Culture Perspective A Workshop

Author: Wendy V. Chung, Ph.D.

Affiliation and Title: Principal Lecturer, Alliant International University

Contact Information: Alliant International University

Center for Undergraduate Education

10455 Pomerado Road, San Diego, CA 92131

(858) 635-4589

wchung@alliant.edu

- Suited for all levels.
- Could be used for Leadership and Group Dynamics, Strategic Organizational Communication, Practicum, Internship, and Professional Development courses

Objective:

- To understand leadership from an organizational culture perspective.
- To analyze the roles and functions of leadership in the creation, preservation and management of organizational culture.
- To apply leadership strategies and tactics in the creation, preservation and/or management of organizational culture.

Participants:

Minimum of 3

Materials Needed:

1. *Organizational Culture Iceberg Model* handout for each participant,
2. Pencils,
3. Note pads,
4. Flip Chart,
5. Post-Its,

Setting:

An appropriate number of round tables in a room large enough for participants to visit each other's tables.

Time:

Three hours, with two 15-minute breaks

Rationale and Background:

The most important thing that leaders do is to create, manage and/or facilitate organizational culture. Therefore it is imperative for leaders to understand the key dimensions of organizational culture and the levels on which they exist. With a functional understanding of this dynamic, those who occupy roles of leadership will be better able to successfully guide, manage and facilitate the growth of their organization/group.

We occupy leadership roles in many different facets of life, such as parenting, and occupational assignments such as CEO, manager, supervisor, team leader or through

informal assignments such as mentor, colleague, co-worker, and also through self-assignment. Regardless of the circumstance, leaders have a commitment to leading people in their organizations, communities, and families to maximize their potential while they simultaneously accomplish their organizational and personal goals. Successful leaders must understand the organization/group as a culture and therefore approach all leadership functions from an organizational culture perspective. For a leader to use an organizational culture perspective he/she must first identify and articulate a vision for the organization/groups, share this vision with followers, and subsequently identify key elements of the organization's culture that he/she can employ to facilitate meeting the organization/groups needs, objectives and ultimately goals. In essence, an organization/group's culture is a tool from which a leader can guide followers to success.

Workshop Strategies:

In this workshop, participants will explore their personal leadership roles to determine areas for improvement. To this end, they will identify the elements of organizational culture they can employ in their quest for successful leadership in their organization, communities and/or their families.

Workshop:

- 1) Introduce the dynamics of (A lecturette)
 - leadership,
 - the organization as a cultural system,
 - organizational culture iceberg model.
 - leadership from the organizational culture perspective

- 2) Instructions to Participants :
 - Jot down on your **Post-Its** your responses to the following prompts:
 - The leadership role(s) I currently play or intend/hope to play in either my organization, my community, and/or my family is/are _____
 - One (1) of my key functions in each of these situations is _____
 - Place a star (*) on the ONE situation that is currently most important to you.

 - At the front of the room there are flipcharts that represent leadership in different situations; e.g.: parenting, community, profession, etc. Place your **Post-its** on the appropriate flip charts,

 - **Plenary:** facilitator selects a few post-its and the group identifies the commonalties in functions across situations.

 - **Groups:** Break out into 4-5-member groups based on similar leadership situations and initiate conversations based in the following prompts. *Assign one member of group to keep record of responses:*
 - In my leadership situation I am in favor of:
 - Preserving and perpetuating the existing culture,
 - Amending the existing culture,
 - Deconstructing an old and reconstructing a new culture

- My vision for my organization/group/community/family is _____
- The key elements of my vision are _____
- The commonalities and differences among group members' experiences are _____

3) Fifteen-minute (15-min) BREAK

4) Return to seats

- **Plenary:** Introduce the *Organizational Culture Iceberg Model*
 - Provide each participant with the OC Iceberg model handout,
 - Review the elements of the model,
 - Discuss the first OC level re *basic assumptions/world views/beliefs* using the articulated key elements of the vision statements,
 - Discuss the second OC level, with a focus on the *values and attitudes* that evolve from the first level.

5) Instructions to Participants, cont'd,

- **Group:** Return to your group and fine-tune the world views/assumptions/beliefs that underlie your vision for your situation. Then, clearly identify the values and attitudes that evolve from your first level assumptions/world views/beliefs. *Please make sure to have a recorder designated to record group discussion.* Discuss the following:
 - the world views/beliefs that underlie the organization/group that I lead are _____
 - the organizational/group values and attitudes that I seek to establish/perpetuate/manage are _____
 - the other organizations with competing basic assumptions/world views/beliefs, values and attitudes within which my subordinates/followers exist are _____
 - the extent to which these elements conflict with the one I lead are _____
 - the possible leadership challenges that I might encounter because of this conflict are _____
- **Plenary:** In plenary, your team reports on the basic assumptions/world views/beliefs that underlie the vision and the values and attitudes that emerge from them.
- **Using handout provided record your** basic assumptions/world views/beliefs and the consequent values and attitudes.

6) **Fifteen-minute (15-min) BREAK**

7) Instructions to Participants, cont'd

- **Plenary:** Review the Organizational Culture Iceberg Model
 - Discuss the third level of culture,
 - Align the first and second OC levels to the first using the basic assumptions and values,
- **Group:** Return to your groups and identify and document on your handout those elements of the third level that are pertinent to your situation. *Discuss* how you can employ each of the elements or a combination of elements to actually create, manage or facilitate the organizational/group/ community/family culture that you envision. *Record* these strategies for future use.
- **Plenary: Report** on the elements of the OC that you have identified for use in your quest to create, manage, or facilitate your culture. As a peer group, discuss the commonalties you have encountered in you discussions.
- **Plenary:** Identify the commonalties in leadership functions across situations.

8) **Debriefing:**

- Review the elements of OC and leadership
- Have each participant discuss their own situation with reference to the OC Iceberg Model and any other elements of their experience that they believe necessary.

The Mouse Trap Exercise

Author: Clark D. Campbell, PhD

Affiliation and Title: Professor, George Fox University

Contact Information: ccampbell@georgefox.edu

- Suited for all levels.
- Could be used for Prepracticum, Practicum, Internship, Professional Development courses
- Goal/Purpose:

The learning objectives for this exercise are:

1. Appreciate the complexity of relatively simple tasks
2. Learn to communicate respectfully yet simply regarding procedures or processes
3. Learn that working from previously developed models and research is more efficient than working in a vacuum.

The Mouse Trap Exercise:

This exercise should be implemented in groups and requires the use of two or more simple wooden mousetraps. One of the mousetraps needs to be dis-assembled, while the other should remain assembled. Ask students to break into groups of two. You will need one dis-assembled mousetrap and one assembled mousetrap for each pair of students.

Virtually everyone has seen a mousetrap, but few have ever assembled one or studied it. Give each pair of students a dis-assembled mousetrap and ask them to put it together. There are nine parts to a simple mousetrap, and most people will think that they could assemble one quite easily. However, it is pretty difficult to do without the model of an already assembled one to look at. After they work on it for awhile, the group leader can ask them to describe their experiences for the larger group. Typically, students indicate that a simple task should not be this difficult. Some will describe the frustration they feel at not being able to accomplish the task. The group leader can process these comments as much as he/she wants to before moving on to the next step.

The second part of the exercise requires that one student in each pair is given an already assembled mousetrap. That student's task is to clearly describe to the partner how to assemble the dis-assembled mousetrap without ever showing the partner the assembled mousetrap. The partner with the assembled mousetrap learns to communicate clearly about a simple procedure and to lead the other partner through the process to successful completion. The other partner learns to follow directions and implement instructions to be successful in the task. Allow time to process this second part with the larger group.

Mentoring Junior Faculty

Author: Sheryn T. Scott, PhD

Affiliation and Title: Azusa Pacific University, Professor, Associate Chair for Training

Contact Information: Dept of Grad Psych, APU, 901 E. Alosta, Azusa, 91702

- Suited for all professionals.
- Could be used for faculty development courses helping to increase the understanding of issues in mentoring junior or other faculty.
- Goal/Purpose: To increase the understanding of the application of mentoring principles to faculty development including research on this topic.

Mentoring Junior Faculty

- I. The role of the mentor.
 - A. Functions of the mentor – many descriptions but can cover the following areas.
 1. Provide knowledge and expertise on teaching and research methods.
 2. Provide encouragement and emotional support during stressful times.
 3. Help to adapt to political environment of the university.
 4. Be an advocate who is willing to speak on his or her behalf.
 5. Collaborate on research projects.
 6. Bolster confidence through trust in the relationship.
 7. Model success.
 - B. Characteristics of the mentor
 1. Genuine concern for the welfare of the junior faculty member.
 2. Expertise, position, and inclination to be helpful in professional development.
 3. Culturally sensitive.
 4. Appreciative of individual differences.
 5. Accessibility and willingness to make the time necessary.
 6. Sense of collegiality/friendship.
 - C. Conceptualization of the mentoring process.
 1. Cloning model.
 2. Nurturing model.
 3. Friendship model.
 4. Apprenticeship model.
- II. Potential difficulties in mentoring relationships.
 - A. Time factors
 1. Many faculty members do not have or feel they have the time to devote to mentoring another.
 2. Use of multiple mentors may help or hinder process.
 - B. Assigned mentors may not be a good “fit” for any of a number of reasons.
 1. Different interests.
 2. Personality differences.
 3. Different conceptions of mentoring relationship.

4. Difficulties related to diversity differences (gender, age, race, ethnicity, etc.)
 5. Lack of availability due to proximity of offices.
 6. Doesn't have the expertise needed to mentor a particular faculty member.
 7. Lack of faculty of similar gender, ethnic and racial background.
- C. Ethical issues
1. Gender issues may limit contact.
 2. Gender issues may become problematic for some.
 3. Lack of understanding of differing worldviews due to diversity differences leading to problematic interactions.
- III. Some solutions both research and personal experiences suggest.
- A. Multiple mentors.
1. Formal and informal mentors.
 - a. Social mentor – support, friendship, ease in connection.
 - b. Convenience mentor – proximity of offices for immediate aid.
 - c. Assigned mentor – professional advice, university requirements, teaching input, research issues.
 2. Group mentors.
 - a. Provides accessibility to multiple mentors in planned program.
 - b. Team allows for strategic collaboration on developing new faculty member's strengths.
- B. Members outside the department.
1. Especially important for “minority” faculty in the department (could be gender, sexual orientation, ethnic or racial diversity).
 2. Seek other mentors in the university environment that are similar to new faculty member.
 3. Aid in finding professional groups who are of similar background.
 4. Seek mentors of other universities who have similar experiences.
- C. Peer mentoring.
- IV. Positive results of mentoring programs.
- A. Job satisfaction for both participants.
 - B. Retention of new faculty.
 - C. Accelerated development of new faculty.
 - D. Departmental success.
- V. Departmental/university responsibilities.
- A. Choosing appropriate mentors in terms of time and desire.
 - B. Matching mentor to new faculty as well as possible.
 - C. Training mentors in skills needed.
 - D. Rewarding mentors with release time, money, etc.
 - E. Acknowledging the importance of mentoring process.

Annotated Bibliography

Many books and articles on mentoring come from the business community. However there is a limited amount of research attempting to explore the various aspects of mentoring. Some of those are noted here. Those who are mentored are various called mentee, protégé, etc. I used the word the author used.

Allen, T. D., & Eby, L. T. (Eds.) (2007). *The Blackwell handbook of Mentoring: A multiple perspectives approach*. Maiden, MA: Blackwell Publishing.

Multiple chapters on aspects of mentoring including theoretical and methodological issues in research; differing mentoring relationships,

Brinson, J. A., & Kottler, J. (1993). Cross-cultural mentoring in counselor education: A strategy for retaining minority faculty. *Counselor Education and Supervision, 32*, 241-153.

Discusses the advantages and challenges of cross-cultural mentoring relationships. Focus in on sociocultural factors that can impede cross-cultural mentoring, needs of minority faculty, recommendations for minority protégés, and White mentors. Particularly good at addressing dynamics of power, differences in worldviews, and issues of acculturation. Recommendations for protégés particularly valuable and not often provided.

Buell, C. (2004). *Models of mentoring in communication*. *Communication Education, 53*, 56-73.

Although research was done on faculty-student mentoring there are models of mentoring that can apply to faculty-faculty mentoring. She describes the Cloning Model, Nurturing Model, Friendship Model, and Apprenticeship Model which were the subject of her research. Hybrids of models are seen most often with the Cloning Model used less frequently. Apprenticeship model particularly valuable when mentoring conceived of beyond the initial year of mentoring.

Casto, C., Caldwell, C., & Salazar, C. F. (2005). Creating mentoring relationships between female faculty and students in counselor education: Guidelines for potential mentees and mentors. *Journal of Counseling & Development, 83*, 331-336.

Emphasis on same gender mentoring with personal examples from Salazar who was mentored by Caldwell and Casto as well as their reflections on the process. Helpful guidelines for both mentors and “mentees” including a special focus on cross-gender and cross-cultural situations. Salazar is originally a student and becomes junior faculty, Problems in mentoring discussed in changing roles.

Cawler, C. S., Simonds, C., & Davis, S. (2002). Mentoring to facilitate socialization: The case of the new faculty member. *Qualitative Studies in Education, 15*, 225-242.

A formal mentoring case-study is examined. Different types of

mentoring relationships are discussed including assigned, social, and convenience. The possible value and responsibility of each type are explained in detail. The need for accessibility is of particular focus. Given the time limitations of many senior faculty this aspect is of particular importance and the variety of relationships the new faculty member developed aided in compensating for the assigned member's lack of availability.

Cohen, G. L., Steele, C. M., & Ross, L. D. (1999). The mentor's dilemma: Providing critical feedback across the racial divide. *Personality and Social Psychology Bulletin*, 25, 1302-1318.

Although study was conducted with students and faculty wise suggestions are made for providing feedback between white mentors and Black faculty. Ways to buffer criticism by providing reassurance of capacity to develop relevant skills can aid in process. Mediating responses to critical feedback is an important aspect of mentoring.

Egan, T. M., & Song, Z. (2008). Are facilitating *mentoring* programs beneficial? A randomized experimental field study. *Journal of Vocational Behavior*, 72, 351-362.

Formal mentoring programs were found to have more impact than low-level programs. Job satisfaction, organizational commitment, and performance improvement were noted as positive results. This study supports other finding in faculty-university environments.

Evans, G. , & Cokely, K. O. (2008). African American women; mentoring; faculty; tenure; research; discrimination; career advancement. *Training and Education in Professional Psychology*, 2, 50-57.

Focuses particularly on the benefits of research mentoring as This is a particularly important area for career advancement. provides specific suggestions for such mentoring. Career mentoring includes sponsorship, exposure and visibility, coaching, protection, and provision of challenging assignments. These activities can help to counter the racialized and sex-biases environments in many academic environments aiding in developing successful experiences for African American women.

Foxehand, F. L. (2008). The art and science of mentoring in psychology: A necessary practice to ensure our future. *American Psychologist*, 63, 744-755.

Although the focus of this article is on mentoring students it brings some important issues to light and makes valuable references for future research. The author proposes using information from parenting research as a model for new conceptual frameworks for studying aspects of mentoring noting the role of parenting within multiple systems that influence a child's behavior. He draw parallels with the mentoring process.

Gibson, S. K. (2004). Being mentored: The experience of women faculty. *Journal of Career Development, 30*, 173-188.

A phenomenological study to further understand the mentoring of women faculty. Themes that emerged were of have someone who acts in one's best interest; a feeling of connection; affirmation of self-worth; not being alone; and dealing with politics.

Johnson, W. B. (2007). *On being a mentor: A guide for higher education faculty*. Mahwah, NJ: Erlbaum Publishers.

Explores basic concepts of mentoring and being mentored also discusses on different types of mentoring based on particular group membership and the vested interests of those involved in mentoring relationships. The author believes that mentoring relationships are essential in higher education and has published a number of articles on the topic. He writes of issues involving undergraduates, graduates and new faculty.

Moss, J. Leszcz, M. (2008). Peer group mentoring of junior faculty. *Academic Psychiatry, 32*, 230-235.

Results of a 12 month study of a peer group. Program development, knowledge gains, interpersonal gains, psychological/emotional gains, process of the program and future directions were themes noted by focus group leaders. Group decided to continue due to positive experience.

Nguyen, A. D., Huynh, Q., & Lonergan-Garwick, J. (2007). The role of acculturation in the mentoring-career satisfaction model for Asian/Pacific Islander American university faculty. *Cultural Diversity and Ethnic Minority Psychology, 13*, 295-303.

Most mentoring theories are based on European Americans so it is uncertain whether they can be generalized to other ethnic groups, many of which have different attitudes, values, beliefs, norms and behavioral scripts. Acculturation was considered to be an important factor in this study. It predicted mentoring and career satisfaction in this study. A number of different departments took part in the study.

O'Connor, D., Waugh, F., & Sykes, C. (2008). Building community in Academic settings: The importance of flexibility in a structured *Mentoring* program. *Mentoring & Tutoring: Partnership in Learning, 16*, 294-310.

Flexible arrangements in the mentoring process were found to aid in its success. These areas had to do with the pairing of mentor with mentee, to focusing on issues of work survival and life balance, research outcomes and career advancement. pairing was particularly important. A lower number of males were involved in formal mentoring.

Schrodt, P., Cawyer, C. S., & Sanders, R. (2003). An examination of academic mentoring behaviors and new faculty members' satisfaction with socialization and tenure and promotion processes. *Communication Education, 52*, 17-29.

Study found that support and encouragement, a sense of collegiality, and research assistance were most closely related to an organizational newcomer's feelings of connectedness and ownership with the work environment. Gender was found to be an important part in both participation and benefits from mentoring relationships, men receiving more focused toward achievement and information. A number of statistics are offered concerning the relative value of certain mentoring behaviors and academic socialization.

Settles, I. H., Cortina, L. M., Stewart, A. J., & Malley, J. (2007). Voice matters: Buffering the impact of negative climate for women in science. *Psychology of Women Quarterly, 31*, 270-281.

Study found that women who perceived they had more voice in departmental matters shower higher levels of job satisfaction. Mentoring by other women (but not men) in academia and effective departmental leadership were positively related to women's sense of voice. Voice may be promoted by encouraging faculty participation in departmental decisions, communicating that women's ideas, perspectives and experiences are valued. Transparent policies that permit gender equity in influence of policies, and discouragement of sexist behaviors also are encouraging.


Wasburn, M. H. (2007). Mentoring women faculty: an instrumental case study of strategic collaboration. *Mentoring & Tutoring, 15*, 57-72.

The model, studied here, was one of strategic collaboration, which built on recent research describing mentoring as a networking activity. A collaborative and peer-oriented structure was helpful in the success of the project. This type of mentoring may be particularly helpful for women in academia. A team served as sponsors, coaches, and protectors when needed. It also provided role modeling, acceptance, validation, counseling and friendship. This team approach also limited ethical consideration of a woman working with a man as meetings were with a group.

Wilson, P. P., Pereira, A., & Valentine, D. (2002). Perceptions of new social work faculty about mentoring experiences. *Journal of Social Work Education, 38*, 317-333.

Improved teaching and research experience were noted as values of mentoring relationships for new faculty. They found that programs for mentoring need to be carefully developed to realize their full benefits. There was a clear distinction between formal and informal mentoring. The self-determination to choose a mentor of the same gender, race, ethnicity or sexual orientation appears to be an essential aspect of the mentoring process for some. Assigned mentors serve more as sponsor unless their teaching and research interests are similar to the protégé.

Slide 1



Asian American Women Leaders: Portrait of Empowerment

Debra M. Kawahara, Ph.D.
California School of Professional Psychology,
Alliant International University
January 15, 2009

Slide 2



Emergence of Study

- Professional and Personal experiences and developmental journey
- Integration of multicultural and feminist psychology
- Dr. Jean Lau Chin's Division 35 Presidential initiative – Feminist Leadership
- Web-based discussion board
- Qualitative research study

Slide 3



Facts about Asian Americans

- Asian Americans - fastest growing racial group
- 13.5 million individuals (U.S. Census, 2000)
- 51% are women (Nomura, 2003)
- At least 34 different ethnic groups (True, 2000)
- Sparse scholarship and research on Asian American women

Slide 4

Guiding Areas of the Literature

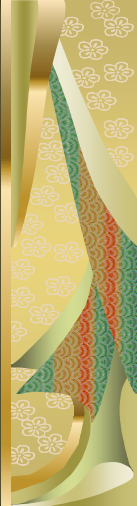
- History of Asian American Women
 - Immigration Patterns & Roles
 - Stereotypes
 - Oppression, Discrimination & “Ism’s”
 - Social Activism & Feminist Movement
- Current Theories/Paradigms
 - Ethnic Identity and Biculturalism
 - Gender and Feminist Identity
 - Leadership styles



Slide 5

Research Study


- Qualitative methodology chosen
 - Sparse knowledge about phenomenon
 - Best in capturing the complexities
 - Researcher as participant
- Interview research
 - Exploratory and emergent design



Slide 6

Participants

- 14 Asian American women
- Purposeful sample
 - Maximum variation
 - Convenience and snowball sampling
- Criteria
 - Diversity of ethnicities and professions
 - Considered a leader in their profession or community



Slide 7

Emergent Themes


- Familial & Childhood Influences
- Christian Influence
- Knowing Oneself & Doing Something You Believe In
- Having a Vision and Inspiring Others
- Relational & Collaborative Leadership
- Taking on Challenges, Struggles & Conflicts
- Dominant Culture & Bicultural Efficacy
- Support & Freedom



Slide 8

Familial & Childhood Influences


- “So usually you see Japanese meant to be real sweet and demure, but she [mom] wasn’t. She was loud, she was boisterous. She was a tomboy,…” (Ramona, Ordained Minister)
- “And he [dad] had a clear influence on everybody and that influence I’d say for the most part was just a feeling of confidence.” (Keiko, CEO/hospital administrator)



Slide 9

Christian Influence

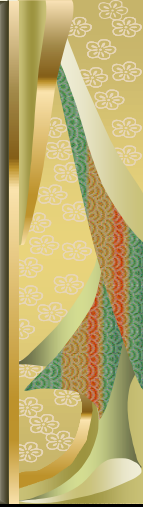
- “You know I never knew what call meant, but when God puts a call in your heart, you cannot escape it... ..So, you know, I had a shallow faith early in life, and through my hardships, I guess I just, you know, drew me closer to him. (Ramona, Ordained Minister)



Slide
10

Knowing Oneself & Doing Something You Believe In

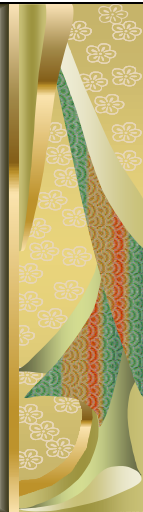
- “..just be involved, just be involved in whatever you are most passionate about whatever the issues might be... ”(Donna, Public Policy Administrator)
- “So in some ways, a lot of things I kind of ended up doing is sort of like I fell into them rather than I mean I kind of planned...” (Diane, University Administrator)



Slide
11

Having a Vision and Inspiring Others

- “I think that leadership is being able to lead... have people follow whether it's following your vision or your direction and I think being able to command people to respect you and go with you” (Jordan, Entrepreneur)
- “A leader must be able to do the position, and be able to sell the position to the followers.” (Ling, Magazine Founder and Editor)



Slide
12

Relational & Collaborative Leadership Style

- “Leadership, I think, reflects that sort of concern for really bringing the group together and achieving cohesiveness of the group to really move on some issues that we can really achieve consensus.” (Tammie, Psychologist)
- My leadership style is very reflective of Asian values. It's very relational, it's group oriented... it's about service..” (Wendy, University Administrator)



Slide
13

Taking on Challenges, Struggles & Conflicts

- “I think just seeing a need that especially in the Asian American community there’s so few people willing to step up to the plate really so few people willing to take a leadership role...” (Donna, Public Policy Administrator)
- “I’m that type of person, if I see the need, I create or do whatever’s necessary for that because it’s my own comfort level..” (Lynn, Superior Court Judge)



Slide
14

Dominant Culture & Bicultural Efficacy

- “..I say that it is extremely important for us to be more involved in the mainstream..” (Donna, Public Policy Administrator)
- “I mean I’m glad that I’m in a key position to help Asian Americans because quite a few programs that were going to be cut originally...yet, at the same time, I’m really honored and feel just so happy to be able to help a wider range of people. (Sharon, State Legislator)



Slide
15

Support and Freedom

- “If you don’t have family support, you’ve got to create a surrogate family and don’t just go looking for people that look like you ‘cause you might not find it there...” (Julianna, Musician/Artist)
- “I found that it was better for me for support... So I went to the lesbian community where all the secrets were out, whether that was alcohol or drugs, domestic violence, sexual abuse, rape..” (Olivia, Women’s Health Program Director)



Slide
16

Significance of Themes

- Active participants in self-discovery process
- Sense of obligation and responsibility to the larger group
- Willingness to learn new skills and face challenges, struggles & conflicts
- Be effective in interacting and working with the dominant culture

Slide
17

Study's Implications

- Multidimensionality of their lives
- Limitations of current theories/ models
- Theory building
- More elaborate multidimensional theories needed

Trans Needs In Psychology

NCSPP 2009 Midwinter Conference

Randall Ehrbar, PsyD

Private Practice:
therapy, consultation, training
RDEhrbar@att.net

and
New Leaf Services for Our Community
www.newleafservices.org

Terminology

- **Sex**— Attributes that characterize biological maleness and femaleness. In humans, the best known attributes that constitute biological sex include the sex-determining genes, the sex chromosomes, the H-Y antigen, the gonads, sex hormones, internal reproductive structures, external genitalia, and secondary sexual characteristics. *Gender assignment at birth* is based on physical sex characteristics.

Terminology

- **Gender** refers to the psychological, behavioral, or cultural characteristics associated with maleness and femaleness. Gender is a term that is often used to refer to ways that people act, interact, or feel about themselves, which are associated with boys/men and girls/women. While aspects of biological sex are the same across different cultures, aspects of gender may not be.

Slide 4

Terminology

- *Gender Identity* refers to a person's basic sense of being a man, boy, woman, girl, or other gender.
- *Gender Role* refers to behaviors, attitudes, and personality traits that a society, in a given historical period, designates as masculine or feminine, that is more typical of the male or female social role.

Slide 5

Terminology

- *Gender Expression* refers to the way in which a person acts to communicate gender within a given culture; for example, in terms of clothing, communication patterns, and interests. A person's gender expression may or may not be consistent with socially prescribed gender roles, and may or may not reflect his or her gender identity.

Slide 6

Terminology

- *Sexual Orientation* refers to the tendency to be attracted to men, women, both, or neither. We tend to organize sexual orientation based on whether our partners are of the same or a different sex/gender than ourselves (heterosexual, homosexual, bisexual, asexual), and in our culture there are associated identities (straight, gay, lesbian, bi, queer, etc.).

Slide 7

Terminology

- *Transgender* is an umbrella term used to describe people whose gender identity (sense of themselves as male or female) or gender expression differs from gender assignment at birth. Many transgender people live part-time or full-time as members of the other gender. Broadly speaking, anyone whose identity, appearance, or behavior falls outside of conventional gender norms can be described as transgender. However, not everyone whose appearance or behavior is gender-atypical will identify as a transgender person.

Slide 8

Various Trans People

- *Transsexuals* are transgender people who live or wish to live full time as members of the gender "opposite" to their birth sex. Natal females who wish to live and be recognized as men are called female-to-male (FTM) transsexuals or transsexual men. Natal males who wish to live and be recognized as women are called male-to-female (MTF) transsexuals or transsexual women. Transsexuals usually seek medical interventions, such as hormones and surgery, to make their bodies as congruent as possible with their preferred gender. The process of *transitioning* from one gender to the other is called *sex reassignment* or *gender reassignment*.

Slide 9

Various Trans People

- *Cross-dressers (CD)* or *transvestites (TV)* comprise the most numerous transgender group. Cross-dressers wear the clothing of the other sex. They vary in how completely they dress (from one article of clothing to fully cross-dressing) as well as in their motives for doing so. Some cross-dress to express cross-gender feelings or identities; others cross-dress for fun, for emotional comfort, or for sexual arousal. The great majority of cross-dressers are biological males, most of whom are sexually attracted to women.

Slide
10

Various Trans People

- *Drag queens* and *drag kings* are, respectively, natal males and females who present part-time as members of the other sex primarily to perform or entertain. Their performances may include singing, lip-syncing, or dancing. Drag performers may or may not identify as transgender. Many drag queens and kings identify as gay, lesbian, or bisexual.

Slide
11

Various Trans People

- Other categories of transgender people include *androgynous*, *bigendered*, and *gender queer* people. Exact definitions of these terms vary from person to person, but often include a sense of blending or alternating genders. Some people who use these terms to describe themselves see traditional concepts of gender as restrictive.
- These identities may be more common among young people, so it's important for providers in college settings to be familiar and comfortable with the concept of non-binary gender identities.
- The relationship between personal identity, social presentation, and whether and which medical interventions are desired can be complex.

Slide
12

Terminology

- *Gender Dysphoria* refers to distress based upon
 - *A mismatch between internal gender identity and current social gender role*
 - And / Or*
 - *A mismatch between internal gender identity and current physical body*

Slide
13

APA Publication Manual Suggestions

- Authors are encouraged to ask participants about preferred designations and are expected to avoid terms perceived as negative.
- Refer to transgender persons using words (proper nouns, pronouns, etc.) appropriate to the person's gender identity or gender expression, regardless of their birth sex.
- In scientific literature, sexual orientation is commonly referenced to biologic sex, but many transgender persons feel strongly that their sexual orientation should be referenced only to their gender identity or gender expression and consider the alternative usage disrespectful.

Slide
14

WRONG:

After changing her name, "Mark" began living full-time as a "man."

CORRECT:

After changing his name, Mark began living full-time as a man.

Comment: Use pronouns that are consistent with a person's gender presentation. Do not use quotation marks for ironic comment on transgender persons' past or current names or pronouns.

Slide
15

Needs of Students in Academic Settings

- **Administrative policies**
 - Listing of preferred name and gender on all class and other rosters (i.e. dorm)
 - Protecting privacy to prevent involuntary outing
 - Being able to get documentation (diploma, transcript) updated with legal name change, even after graduation
- **Access to facilities**
 - Bathrooms (showers, locker-rooms)
 - Housing, Extra-curricular activities

Slide
16

Needs of Students Cont.

- **Institutional culture**
 - Non-discrimination policies should include gender identity and expression
 - Events such as Transgender Day of Remembrance
 - Point person
 - Not seeing trans and gender variant students as pathological and in need of “weeding out”
- **Academic counseling and health centers**

Slide
17

Needs of Students Cont.

- **Academic curriculum and research**
 - Non-pathologizing inclusion in discussions of development and diversity aspects of curriculum
 - Guest speakers in relevant classes
 - Advisers either familiar with trans issues or connected with others who are
 - Advisors who are willing to help plan social transition as it affects practica/internship or TAs hip

Slide
18

Students and Psychologists in the workplace

- Train staff & show management support.
- Employment nondiscrimination policies.
- All databanks and forms should reflect gender diversity.
- Health plans should include coverage for TG related health care.
- Support Transgender applicants by listing gender diversity along with race in job postings.
- Support transitioning faculty and students.

Slide
19

Counseling and Wellness Centers

Can help with:

- Social transitioning
 - At school
 - Coming out to family
 - Legal changes of name and gender
- Medical transitioning
 - Hormone therapy (document readiness and/or provide access)
 - Surgery (documenting readiness/aftercare)

Slide
20

Therapy Issues

- The experience of being transgender impacts every part of a person's life as does the process of transitioning. At the same time, it's important not to assume that all trans clients are actively grappling with gender related concerns.

Slide
21

Therapy Issues

- **Who am I?** (How do I experience my core gender? How has this played out in my life so far? How do I understand my gender? What identity fits best for me?)
- **What do I want to do about it?** (What gender expression is most comfortable for me? Where/when can I express that? Do I want to socially transition? What other options might work for me?)

Slide
22

Practical considerations

- Coming out to friends, family, children, partners (or prospective partners) and at school and work (as a provider, as a teacher)
- Connecting with the trans community,
- Investigating medical interventions,
- Navigating the process of legal name and gender change

Slide
23

Developmental Issues

- Identity Formation
 - Integration of different aspects of self
 - Gender socialization
- Relationship with Others

Slide
24

Hard Stuff

- Grief
 - Missing, incorrect, or incomplete mirroring
 - Disruption of life associated with transition, potential or actual loss of important relationships
 - Becoming less visible as trans
 - Being visibly trans
 - Things that were missed or are unattainable
- Stigma/ Discrimination/ Minority Stress

Slide
25

Good Stuff

- What aspects of your life are working well? What coping strategies have you learned over the years? In what ways have you developed insight, initiative, humor and creativity? How have you been able to be true to yourself and honor your trans identity? What intimate and fulfilling ties have you developed with others? What are your values, and how do you express them? What do you value about the experience of being trans?

Slide
26

Sexuality

- For some people, being trans is connected quite intimately to their eroticism. This is important to explore and own without shame. Some people find that their sexual attractions shift as they more fully explore their emerging gender identity. Also, which sex acts feel congruent or incongruent may change over time, as well as what words seem appropriate to describe them. Among other effects, hormones can impact libido and sexual functioning. For people in relationships, it is important to address concerns partners may have. (Will my trans partner still want to be with me after transition? Will I still want to be with my partner? How does this affect my identity in terms of gender and sexual orientation? How does this impact children we have or might have?)

Slide
27

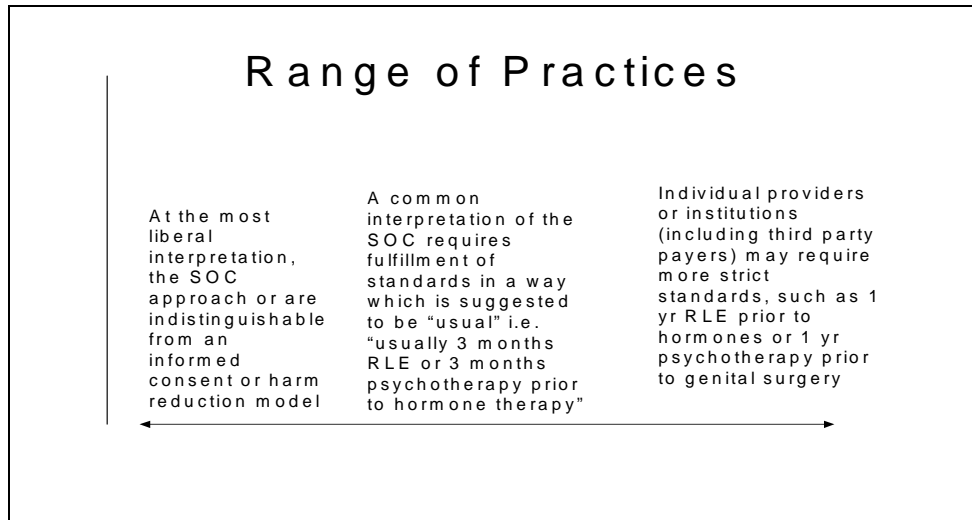
WPATH SOC

- Flexible standards that address providers working with trans clients undergoing social or medical transition. While not all providers who work with trans people follow the SOC, many do or are influenced by them, and providers should be familiar with them even if they choose not to follow them.

Slide 28

Hormones	
Eligibility	Readiness
<ul style="list-style-type: none"> •Able to give informed consent •Informed of anticipated effects and risks •Completion of 3 months of "real life experience" <p>OR</p> <ul style="list-style-type: none"> •Mental health assessment and a period of therapy for a <i>duration specified by a mental health professional (usually 3 months)</i> 	<ul style="list-style-type: none"> •Consolidation of gender identity •Improved or continuing <i>mental stability</i> •Likely to take hormones in a responsible manner
Chest or Breast Surgery	
<ul style="list-style-type: none"> •Able to give informed consent •Informed of anticipated effects and risks, including informed of cost, hospitalization, complications, aftercare, and surgeon options •Completion of 3 months of "real life experience" <p>OR</p> <ul style="list-style-type: none"> •Mental health assessment and a psychotherapy for a <i>duration specified by a mental health professional (usually 3 months)</i> •FTM chest surgery may be done as a first step, alone or with hormones •MTF breast augmentation may be done after hormonal breast development has been achieved (usually 18 months), unless not taking hormones 	<ul style="list-style-type: none"> •Consolidation of gender identity •Improved or continuing <i>mental stability</i>
Genital and/or Reproductive Surgery	
<ul style="list-style-type: none"> •Able to give informed consent •Informed of anticipated effects and risks, including informed of cost, hospitalization, complications, aftercare, and surgeon options •At least 1 year "real life experience" •Taking hormones for at least 12 months (if taking) •Mental Health assessment and completion of any psychotherapy required by the mental health professional 	<ul style="list-style-type: none"> •Consolidation of gender identity •Improved or continuing <i>mental stability</i>
<p><small>*SOC note that "In selected circumstances, it can be acceptable to provide hormones to patients who have not fulfilled criterion 3—for example to facilitate the provision of monitored hormone therapy using hormones of known quality as an alternative to black-market or unsupervised hormone use"</small></p>	

Slide 29



Slide 30

- ### Provider Values
- Fairness (one rule for all vs. case by case)— model breadth
 - Authority (authoritarian vs. mutual)
 - Degree of Planning vs. Experimentation
 - Professional Identity
 - Client advocacy

Slide
31

Practice Context

- Cultural Context
- Health Care System
- Client Population
- Resources

Slide
32

Understanding of Transgenderism

- Health vs. Pathology
- Holistic Focus vs. Gender Focus
- Typologies?
- Developmental Perspective?
- Understanding of alternative gender identities, such as genderqueer

Slide
33

Level of Experience

- Importance of expert and culturally competent care
- Realistic possibility of non-expert providers doing competent care
 - Informed consent
 - Seeking information

Slide
34

Understanding of the SOC

- "Usual" interpretation vs. wider range of options within or beyond SOC
- Harm Reduction Approaches
- "Gatekeeping"
- Documentation
- Real Life Experience/Social Transition
- Who can do an assessment of client's mental health?
- When is therapy necessary?

Slide
35

Provider Responsibilities

Given the wide range of interpretations, providers need to think through their own values, circumstances, and interpretation of the SOC.

Providers should communicate clearly with clients about how they interpret the SOC and may give referrals to other providers in the area who interpret them differently if there is a mismatch between provider and client.

Providers who use informed consent models or other interpretations of the SOC are encouraged to publish theoretical and research papers on their experiences in order to provide a richer pool of information for future revisions of the SOC to draw upon.

Slide
36

Mental Health Assessment

- Includes psychosocial assessment and identification of any co-occurring concerns
- Understanding of client's gender identity, history, plans, and any gender dysphoria
- Does the client have a reality based understanding of how physical interventions work (effects, side effects, possible things that go wrong, appropriate self-care) and practical consequences?

Slide
37

Mental Health Assessment

- Can include psychological testing (MMPI, Tennessee Self Concept Scale, Bockting's Transgender Identity Development Scale, etc.)
- Can be very brief (1-3 sessions) or longer depending on provider comfort and experience and complexity of client situation

Slide
38

Period of Mental Health Tx

- In some cases may be not be necessary
- May proceed and/or be concurrent with various steps of social and physical transition
- Should address any specific issues that were identified in assessment (i.e. stabilizing mental health, gaining more reality based awareness of options) as well as issues that arise in the process of exploring and taking steps to become more congruent
- May encourage but **not require** coming out to family (some providers do require informed consent from legal spouses)

Slide
39

- Graduate programs can and should be safe and supportive places for students of any gender identity.
- Psychology training programs should prepare graduates to work with transgender clients and be able to assist students who do transgender research.

There's a lot you can do.

Slide
40

APA Brochures

- *Answers to Your Questions About Individuals With Intersex Conditions.*
- *Answers to Your Questions About Transgender Individuals and Gender Identity.*

[http://www.apa.org/publications/
brochures](http://www.apa.org/publications/brochures)

Slide
41

Resources (intermediate)

- APA Task Force on Gender Identity and Gender Variance. (2008). *Report of the Task Force on Gender Identity and Gender Variance.* Washington, DC: American Psychological Association. Available at <http://www.apa.org/pi/lgbtc/transgender/2008TaskForceReport.pdf>

Slide
42

Resources (intermediate)

- Meyer III, W., Bockting, W., Cohen-Kettenis, P., Coleman, E., DiCeglie, D., Devor, H., Gooren, L., Hage, J., Kirk, S., Kuiper, B., Laub, D., Lawrence, A., Menard, Y., Patton, J., Schaefer, L., Webb, A., & Wheeler, C. (2001). The standards of care for gender identity disorders, sixth version. *International Journal of Transgenderism*, 5(1). Retrieved January 15, 2007, from http://www.symposion.com/ijt/soc_2001/index.htm.

Resources (intermediate to advanced)

- Bockting, W., Knudson, G., & Goldberg, J. (2006). Counseling and Mental Health Care for Transgender Adults and Loved Ones. *International Journal of Transgenderism* 9(3/4). 35-82. Available on-line at: <http://www.vch.ca/transhealth/resources/library/>
- Ettner, R. Monstrey, S., Eyler, and A. E. (2007). *Principles of Transgender Medicine and Surgery*. Haworth Press: New York
- Lev, A. (2004). *Transgender Emergence: Therapeutic Guidelines for Working with Gender-Variant People and Their Families*. Routledge.
- Vanderburgh, R. (2007) *Transition and Beyond, Observations on Gender Identity*. Q Press.

APA Task Force on Gender Identity, Gender Variance, and Intersex Conditions Q & A American Psychological Association (2006)

What does transgender mean?

Transgender is an umbrella term used to describe people whose gender identity (sense of themselves as male or female) or gender expression differs from that usually associated with their birth sex. Many transgender people live part-time or full-time as members of the other gender. Broadly speaking, anyone whose identity, appearance, or behavior falls outside of conventional gender norms can be described as transgender. However, not everyone whose appearance or behavior is gender-atypical will identify as a transgender person.

What is the difference between sex and gender?

Sex refers to biological status as male or female. It includes physical attributes such as sex chromosomes, gonads, sex hormones, internal reproductive structures, and external genitalia. *Gender* is a term that is often used to refer to ways that people act, interact, or feel about themselves, which are associated with boys/men and girls/women. While aspects of biological sex are the same across different cultures, aspects of gender may not be.

What are some categories or types of transgender people?

Transsexuals are transgender people who live or wish to live full time as members of the gender opposite to their birth sex. Biological females who wish to live and be recognized as men are called female-to-male (FTM) transsexuals or transsexual men. Biological males who wish to live and be recognized as women are called male-to-female (MTF) transsexuals or transsexual women. Transsexuals usually seek medical interventions, such as hormones and surgery, to make their bodies as congruent as possible with their preferred gender. The process of transitioning from one gender to the other is called sex reassignment or gender reassignment. Cross-dressers or transvestites comprise the most numerous transgender group. Cross-dressers wear the clothing of the other sex. They vary in how completely they dress (from one article of clothing to fully cross-dressing) as well as in their motives for doing so. Some cross-dress to express cross-gender feelings or identities; others crossdress for fun, for emotional comfort, or for sexual arousal. The great majority of cross-dressers are biological males, most of whom are sexually attracted to women. Drag queens and drag kings are, respectively, biological males and females who present part-time as members of the other sex primarily to perform or entertain. Their performances may include singing, lip-syncing, or dancing. Drag performers may or may not identify as transgender. Many drag queens and kings identify as gay, lesbian, or bisexual. Other categories of transgender people include *androgynous*, *bigendered*, and *gender queer* people. Exact definitions of these terms vary from person to person, but often include a sense of blending or alternating genders. Some people who use these terms to describe themselves see traditional concepts of gender as restrictive.

Have transgender people always existed?

Transgender persons have been documented in many Western and non-Western cultures and societies from antiquity until the present day. However, the meaning of gender variance may vary from culture to culture.

Why are some people transgender?

There is no one generally accepted explanation for why some people are transgender. The diversity of transgender expression argues against any simple or unitary explanation. Many experts believe that biological factors such as genetic influences and prenatal hormone levels,

early experiences in a person's family of origin, and other social influences can all contribute to the development of transgender behaviors and identities.

How prevalent are transgender people?

It is difficult to accurately estimate the prevalence of transgender people in Western countries. As many as 2-3% of biological males engage in cross-dressing, at least occasionally. Current estimates of the prevalence of transsexualism are about 1 in 10,000 for biological males and 1 in 30,000 for biological females. The number of people in other transgender categories is unknown.

What is the relationship between transgender and sexual orientation?

People generally experience gender identity and sexual orientation as two different things. Sexual orientation refers to one's sexual attraction to men, women, both, or neither, whereas gender identity refers to one's sense of oneself as male, female, or transgender. Usually people who are attracted to women prior to transition continue to be attracted to women after transition, and people who are attracted to men prior to transition continue to be attracted to men after transition. That means, for example, that a biologic male who is attracted to females will be attracted to females after transitioning, and she may regard herself as a lesbian.

How do transgender people experience their transgender feelings?

Transgender people experience their transgender feelings in a variety of ways. Some can trace their transgender identities or gender-atypical attitudes and behaviors back to their earliest memories. Others become aware of their transgender identities or begin to experience gender-atypical attitudes and behaviors much later in life. Some transgender people accept or embrace their transgender feelings, while others struggle with feelings of shame or confusion. Some transgender people, transsexuals in particular, experience intense dissatisfaction with their birth sex or with the gender role associated with that sex. These individuals often seek sex reassignment.

What should parents do if their child appears to be transgender or gender-atypical?

Parents may be concerned about a child who appears to be gender-atypical for a variety of reasons. Some children express a great deal of distress about their assigned gender roles or the sex of their bodies. Some children experience difficult social interactions with peers and adults because of their gender expression. Parents may become concerned when what they believed to be a "phase" does not seem to pass. Parents of gender-atypical children may need to work with schools and other institutions to address their children's particular needs and to ensure their children's safety. It is often helpful to consult with a mental health professional familiar with gender issues in children to decide how to best address these concerns. In most cases it is not helpful to simply force the child to act in a more gender-typical way. Peer support from other parents of gender variant children may also be helpful.

How do transsexuals transition from one gender to the other?

Transitioning from one gender to another is a complex process. People who transition often start by expressing their preferred gender in situations where they feel safe. They typically work up to living full-time as members of their preferred gender, by making many changes a little at a time. Gender transition typically involves adopting the appearance of the desired sex through changes in clothing and grooming, adoption of a name typical of the desired sex, change of sex designation on identity documents, treatment with cross-sex hormones, surgical alteration of secondary sex characteristics to approximate those of the desired sex, and in biological males, removal of facial hair with electrolysis or laser treatments. Finding a qualified mental health professional to provide guidance and referrals to other helping professionals is often an important

first step in gender transition. Connecting with other transgender people through peer support groups and transgender community organizations is also very helpful. The Harry Benjamin International Gender Dysphoria Association (HBIGDA), a professional organization devoted to the treatment of transgender people, publishes *The Standards of Care for Gender Identity Disorders*, which offers recommendations for the provision of sex reassignment procedures and services.

Is being transgender a mental disorder?

A psychological condition is considered a mental disorder only if it causes distress or disability. Many transgender people do not experience their transgender feelings and traits to be distressing or disabling, which implies that being transgender does not constitute a mental disorder per se. For these people, the significant problem is finding the resources, such as hormone treatment, surgery, and the social support they need, in order to express their gender identity and minimize discrimination. However, some transgender people do find their transgender feelings to be distressing or disabling. This is particularly true of transsexuals, who experience their gender identity as incongruent with their birth sex or with the gender role associated with that sex. This distressing feeling of incongruity is called *gender dysphoria*. According to the diagnostic standards of American psychiatry, as set forth in the *Diagnostic and Statistical Manual of Mental Disorders*, people who experience intense, persistent gender dysphoria can be given the diagnosis of *Gender Identity Disorder*. This diagnosis is highly controversial among some mental health professionals and transgender people. Some contend that the diagnosis inappropriately pathologizes gender variance and should be eliminated. Others argue that, because the health care system in the United States requires a diagnosis to justify medical or psychological treatment, it is essential to retain the diagnosis to ensure access to care.

What kinds of mental health problems do transgender people face?

Transgender people experience the same kinds of mental health problems that non transgender people do. However, the stigma, discrimination, and internal conflict that many transgender people experience may place them at increased risk for certain mental health problems. Discrimination, lack of social support, and inadequate access to care can exacerbate mental health problems in transgender people, while support from peers, family, and helping professionals may act as protective factors.

What kinds of discrimination do transgender people face?

Anti discrimination laws in most U.S. cities and states do not protect transgender people from discrimination based on gender identity or gender expression. Consequently, transgender people in most cities and states can be denied housing or employment, lose custody of their children, or have difficulty achieving legal recognition of their marriages, solely because they are transgender. Many transgender people are the targets of hate crimes. The widespread nature of discrimination based on gender identity and gender expression can cause transgender people to feel unsafe or ashamed, even when they are not directly victimized.

How can I be supportive of transgender family members, friends, or significant others?

- Educate yourself about transgender issues.
- Be aware of your attitudes concerning people with gender-atypical appearance or behavior.
- Use names and pronouns that are appropriate to the person's gender presentation and identity; if in doubt, ask their preference.
- Don't make assumptions about transgender people's sexual orientation, desire for surgical or hormonal treatment, or other aspects of their identity or transition plans. If you have a reason to need to know, ask.

- Don't confuse gender dysphoria with gender expression: Gender-dysphoric males may not always appear stereotypically feminine, and not all gender-variant men are gender-dysphoric; gender-dysphoric females may not always appear stereotypically masculine, and not all gender-variant women are gender-dysphoric.
- Keep the lines of communication open with the transgender person in your life.
- Get support in processing your own reactions. It can take some time to adjust to seeing someone who is transitioning in a new way. Having someone close to you transition will be an adjustment and can be challenging, especially for partners, parents, and children.
- Seek support in dealing with your feelings. You are not alone. Mental health professionals and support groups for family, friends, and significant others of transgender people can be useful resources.

Where can I find more information about transgender issues?

American Psychological Association

750 First Street, NE
 Washington DC, 20002
 202-336-5500
 lgbc@apa.org (e-mail)
www.apa.org/pi/lgbc/transgender

The Harry Benjamin International Gender Dysphoria Association, Inc.

World Professional Association of Transgender
 1300 South Second Street, Suite 180
 Minneapolis, MN 55454
 612-624-9397
 612-624-9541 (fax)
 hbigda@hbigda.org (e-mail)
www.hbigda.org

FTMInternational (FTM means Female-to-Male)

740A 14th St. #216
 San Francisco, CA 94114
 877-267-1440
 info@ftmi.org (e-mail)
www.ftmi.org

Gender Public Advocacy Coalition

1743 Connecticut Ave., NW
 Fourth Floor
 Washington, DC 20009
 202-462-6610
 gpac@gpac.org (e-mail)
www.gpac.org

National Center for Transgender Equality

1325 Massachusetts Ave., Suite 700
 Washington, DC 20005
 202-903-0112
 202-393-2241 (fax)
www.nctequality.org

Parents, Families, and Friends of Lesbians and Gays (PFLAG) Transgender Network (TNET)

1726 M Street, NW
Suite 400
Washington, DC 20036
202-467-8180
info@pflag.org (e-mail)
www.pflag.org/TNET.tnet.0.html

Sylvia Rivera Law Project

322 8th Avenue
3rd Floor
New York, NY 10001
212-337-8550
212-337-1972 (fax)
www.srlp.org

Transgender Law Center

870 Market Street
Room 823
San Francisco, CA 94102
415-865-0176
info@transgenderlawcenter.org (e-mail)
www.transgenderlawcenter.org

Office of Public Communications
202-336-5700
TDD: 202-336-6123
www.apa.org
Printed 2006

This brochure was written by the APA Task Force on Gender Identity, Gender Variance, and Intersex Conditions: Margaret Schneider, PhD, University of Toronto; Walter O. Bockting, PhD, University of Minnesota; Randall D. Ehrbar, PsyD, New Leaf Services for Our Community, San Francisco, CA; Anne A. Lawrence, MD, PhD, Private Practice, Seattle, WA; Katherine Louise Rachlin, PhD, Private Practice, New York, NY; Kenneth J. Zucker, PhD, Centre for Addiction and Mental Health, Toronto, Ontario, Canada. Produced by the APA Office of Public and Member Communications.

Trans 101 –Resources

Author: Randall D. Ehrbar, Psy.D.

Affiliation and Title: Independent Practitioner & New Leaf Services for Our Community

Contact Information: 740 Monterey Blvd., #207, San Francisco, CA 94127

RDEhrbar@att.net

- Suited for all levels.
- Could be used for Leadership and Group Dynamics, Strategic Organizational Communication, Practicum, Internship, and Professional Development courses
- Goal/Purpose: The powerpoint was an invited presentation on “Trans Needs in Psychology” at the NCSPP mid-winter meeting in January 2009 in Puerto Vallarta, Mexico.

Trans 101

APA Task Force on Gender Identity and Gender Variance. (2006). *Answers to Your Questions About Transgender Individuals and Gender Identity*.

Washington, DC: American Psychological Association. Available at

<http://www.apa.org/topics/transgender.html>

http://nctequality.org/Resources/Coming_Out_as_Transgender.pdf

Useful resources for Medical and Mental Health Care professionals

Bockting, W. O., and Goldberg, J. (2006) *Guidelines for Transgender Care*, simultaneously published as *International Journal of Transgenderism* 9 (3/4).

Haworth Medical Press. Available on-line at:

<http://www.vch.ca/transhealth/resources/library/>

Ettner, R. Monstrey, S., Eyler, and A. E. (2007). *Principles of Transgender Medicine and Surgery* Haworth Press: New York

Gorton, R. N., J. Buth, and D. Spade. (2005.) *Medical Therapy and Health*

at:

http://www.nickgorton.org/Medical%20Therapy%20and%20HM%20for%20Transgender%20Men_2005.doc

World Professional Association of Transgender Health

1300 South Second Street, Suite 180

Minneapolis, MN 55454

612-624-9397

612-624-9541 (fax)

wpath@wpath.org

www.wpath.org

The Standards of Care are especially worth reading.
http://wpath.org/publications_standards.cfm

<http://groups.yahoo.com/group/transmedicine/> This group is a forum FOR HEALTH PROFESSIONALS ONLY, primarily physicians, to discuss aspects of transgender medicine. The focus is on hormone therapy, transgender primary care, research, access to care and billing issues.

Additional Resources More Mental Health Focused

APA Task Force on Gender Identity and Gender Variance. (2008). *Report of the Task Force on Gender Identity and Gender Variance*. Washington, DC: American Psychological Association. Available at
<http://www.apa.org/pi/lgbc/transgender/2008TaskForceReport.pdf>

Lev, A. (2004). *Transgender Emergence: Therapeutic Guidelines for Working with Gender-Variant People and Their Families*. Routledge.

Vanderburgh, R. (2007) *Transition and Beyond, Observations on Gender Identity*. Q Press.

Useful resources that are more parent/family/youth focused

Baez, J., Howd, J., and Pepper, R. (2007). *The Gay and Lesbian Guide to College Life: A Comprehensive Resource for LGBT Students and Their Allies*. Princeton Review.

Brill, S. and Pepper, R. (2008). *The Transgender Child: A handbook for Families and Professionals*. Cleis Press: San Francisco.

Windmeyer, S. (2006). *The Advocate College Guide for LGBT Students*. Alyson Publications.

Simmons, J. (2005). *Transgeneration*. New Video Group. [a series about 4 trans college students]

Zolten, S. (2002). *Just Call Me Kade* [film about a 16 yr old transboy]

www.campusclimateindex.org

enable students to find detailed information about school policies and practices

Family Acceptance Project www.familyproject.sfsu.edu

GSA (Gay Straight Alliance) Network:
<http://www.gsanetwork.org/resources/FAQs.html>

GLSEN (Gay, Lesbian, and Straight Education Network):
<http://www.glsen.org/cgi-bin/iowa/all/home/index.html>

Gender Spectrum Education and Training www.genderspectrum.org

GPAC's (Gender Public Advocacy Coalition) information about school issues:
<http://www.gpac.org/genius/>

Human Rights Watch: Hatred in the Hallways
www.hrw.org/reports/2001/uslgbt

www.lgbtcampus.org consortium of higher education LGBT resource professionals, with detailed information on LGBT student programs.

www.mermaids.freeuk.com British site for trans kids and their families

Point Foundation www.thepointfoundation.org provides scholarships to college-bound LGBTQ students and some graduate students

Safe Schools Coalition www.safeschoolscoalition.org

TNET (PFLAG's transgender family site) <http://pflag.org/TNET.tnet.0.html>

TransProud www.transproud.com

Transgender Scholarship and Education Legacy Fund, for transgender-identified students in helping and caring professions www.tself.org

www.transyouth.com

This website was created to link trans youth and the people in their lives with current resources.

Trans Youth Family Allies www.imatyfa.org

Legal and Advocacy Resources

Currah, P., Juang, R. M. and S. P. Minter (2006) *Transgender Rights*. University of Minnesota Press.

Keen, L. (2007). *OutLaw: What LGBT Youth Should Know*. Beacon Press.

American Civil Liberties Union www.aclu.org

Gay and Lesbian Advocates and Defenders <http://www.glad.org/>

Gender Public Advocacy Coalition www.gpac.org

National Center for Lesbian Rights <http://www.nclrights.org>

National Gay and Lesbian Taskforce www.thetaskforce.org

Lambda Legal <http://www.lambdalegal.org/>

National Center for Transgender Equality <http://www.nctequality.org/>

National Gay and Lesbian Task Force <http://www.thetaskforce.org/>

Sylvia Rivera Law Project (New York) <http://srlp.org/>

Transgender Law Center (San Francisco) <http://www.transgenderlawcenter.org/>

Transgender Law and Policy Institute <http://www.transgenderlaw.org/>

Balancing Work and Family Resource Sheet

Authors: Wendy Paszkiewicz, PsyD & Janice Steil, PhD

Articles and Texts

Bassett, R.H. (Ed.). (2005). *Parenting and Professing: Balancing family work with an academic career*. Nashville, TN: Vanderbilt University Press.

Denholtz, E. G. (2000). *Balancing work and love: Jewish Women Facing the Family-Career Challenge*. Hanover, NH: University Press of New England.

Halpern, Diane F. & Murphy, Susan E. (2005). *From work-family balance to work-family interaction: Changing the metaphor*. Mahwah, N. J. Lawrence Erlbaum Associates.

Levine, S.B. (2000). *Father Courage: What Happens When Men Put Family First*. San Diego, CA.: Harcourt, Inc.

Pippins, S. (2008, Fall Issue). Where are all the Real Women in Higher Education? *The Presidency*. Washington, D.C.: American Council on Education.

Website Retrievals

Higher Education Faculty/Staff Dual-Career Couples and Their Career Related Migration Decisions. (2007, November). *Paper presented at the annual meeting of the American Sociological Association*. Retrieved January 2, 2009, from http://www.allacademic.com/meta/p183274_index.html

The Center for the Education of Women. (2005). Family-Friendly Policies in Higher Education: Where Do We Stand? Retrieved January 2, 2009, from <http://www.umich.edu/~cew/PDFs/pubs/wherestand.pdf>

Working Mother. (2008). 100 Best Companies. Retrieved January 3, 2009 from <http://www.workingmother.com/web?service=vpage/3214>

University of California. (2006, March). Family Friendly Policies for Faculty and Other Academic Appointees. Retrieved January 2, 2009 from <http://www.ucop.edu/acadadv/family/references.html>

Websites to Explore

Women In Higher Education: www.wihe.com

From the website: “Women in Higher Education is a monthly practitioner’s news journal, designed to help smart women on campus get wise about how gender affects

their being successful in the male-dominated world of higher education. Its goals are to enlighten, encourage, empower and enrage women on campus. By sharing problems and solutions, women can learn to talk back, refuse to accept blame and quit taking guff from people who are less enlightened.”

The Center for the Education of Women, University of Michigan:

www.umich.edu/~cew

From the website: “CEW provides counseling and educational programs to women and men regarding academic, career and life issues; conducts social research on policy and gender issues; and advocates for improved policy and practice.”

Inside Higher Education: www.insidehighered.com

Search function on website yields several excellent articles on career and family in academia.

Alfred P. Sloan Foundation: www.whenworkworks.org/awards/2008index.html

From the website: “*When Work Works* is a nationwide initiative to bring research on workplace effectiveness and flexibility into community and business practice.”

This site is full of interesting and informative research and reports related to flexibility and balancing work and family.

Catalyst: www.catalyst.org

From the website: “Founded in 1962, Catalyst is the leading nonprofit membership organization working globally with businesses and the professions to build inclusive workplaces and expand opportunities for women and business.”